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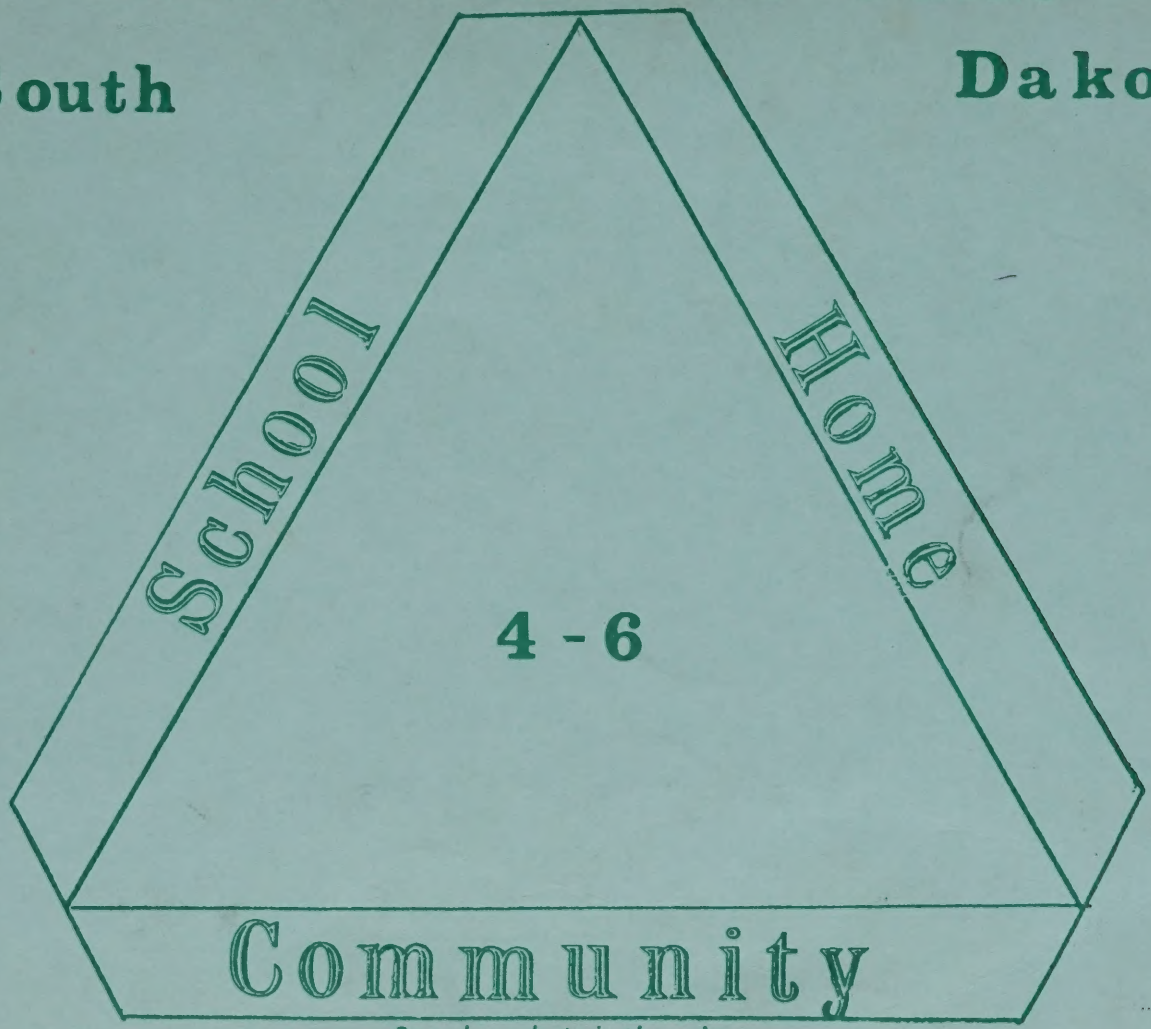
A Suggested

Health Education Guide

South Dakota



Developed jointly by

Division of Elementary and Secondary Education

and

Department of Health

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SOUTH DAKOTA DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

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ACKNOWLEDGEMENT

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UNIT I (4-6)

BODY STRUCTURE AND FUNCTION

Objectives:

1. The body is a chemical factory made of many specialized, interrelated parts.
2. To assist them to understand and appreciate the functions of the various systems.
3. Assist student in understanding the uniqueness of the human body and respect its potentials and limitations.
4. Be aware of the relationship between personal health practices and physical health, emotional health and in the way others perceive you.

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Body cells differ and perform various functions.	1. Discuss that the body is made of billions of cells and different kinds of cells.	
	2. Draw and label main body parts.	
	3. Have students read and report on different body cells.	
	4. Plan a booklet of information on the structure and the function of the body.	
B. Body systems are developed from cells, tissue and organs.	1. Draw one of the body's organs. Identify manner in which a series of organs form a body system.	
	2. Discuss word SYSTEM in terms of identifying systems of the body.	
	3. Discuss advances in medicine and identify the parts of the body for which replacements are becoming available.	
	4. Have students make jigsaw type puzzles of organs.	
C. The circulatory system transports the blood throughout the body.	1. Discuss and define circulatory system.	
	2. Improvise simple stethoscope by using a funnel and rubber hose and use to listen to each other's heartbeats.	
	3. Review parts of heart and identify how heart functions as part of the circulatory system.	
	4. Discuss PULSE and the circulatory system. Have each student count his/her pulsebeats for 1 minute, before and after exercise. Estimate	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	the number of times heart beats in a single day.	
	5. Invite a physician to class to discuss the heart and to bring a stethoscope so each student may listen to his/her heart.	
D. The digestive system is made up of a series of organs.	1. Use a chart or model of digestive system for the class to identify the various organs which contribute to digestion.	
	2. Draw body outline and have digestive system outlined in different color for each organ.	
	3. Discuss function of each digestive system organ in digesting food.	
	4. Research and report on the fact that good health habits assist in good digestion.	
	5. Discuss the effect of the emotions on digestion.	
E. The endocrine system regulates the chemical action of the body.	1. Draw outline of the body and locate the endocrine system and label each part.	
	2. Discuss function and importance of endocrine glands to the body's structure and function.	
F. The excretory system is vital to removal of waste.	1. Define words EXCRETE, EXCRETION AND ELIMINATION. Discuss the fact excretion is essential to the body.	
	2. Draw diagrams of the excretory organs and label them by parts.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Discuss hazards of using medicine to help functioning of excretory system without doctors advice.	
	4. Discuss the relationship between well-balanced diet and the way the excretory system functions.	
G. The muscular system provides various functions of the body.	1. Identify the major muscles of the upper arm by clenching the fist and raising it to the shoulder.	
	2. Discuss PAIRING of muscles.	
H. The nervous system is the most complicated system in the body.	1. Discuss and identify BRAIN, NERVES, MOTOR, SPINAL CORD, COMMUNICATION and MESSAGE.	
	2. Show illustration of the brain. Discuss areas which control different kinds of communications.	
	3. Discuss the sense organs as part of the nervous system.	
	4. Have the students list specific ways of protecting the nervous system.	
	5. Have students play a game in which they follow directions and evaluate the child's response to the directions.	
I. The reproductive system permits the human to reproduce his/her own kind.	1. Show the student various forms of life: a. one celled animals b. spores from mosses and ferns c. yeast d. insects e. animals (pets) Discuss the forms of life each reproduces as like self.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	2. Observe maleness and femaleness in structure of some plants. Discuss how pollination takes place.	
	3. Discuss asexual reproduction of lower forms of life such as sea sponges and starfish.	
	4. Discuss how frogs, reptiles and birds reproduce.	
	5. Discuss the change that occurs as a person grows and develops.	
	6. Have students view and discuss film on human growth and development.	
	7. Discuss changes in body during puberty.	
	8. View and discuss film on menstruation.	
	9. Outline growth stages of human embryo from fertilization to birth.	
	10. Discuss dependency of young on parents.	
J. The respiratory system gives life to the body.	1. Define: Respiratory, Breathing, Oxygen, and Lungs.	
	2. Use diagram of respiratory system and discuss various parts.	
	3. Have students make model of the lungs by using a plastic container, a Y tube and 2 balloons.	
	4. Discuss functions of the nose, pharynx and trachea in the breathing process.	
	5. Define: INHALE and EXHALE. Discuss relation between the DIAPHRAM and the NERVOUS SYSTEM.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	6. Demonstrate lung expansion by measuring the size of the chest before a deep breath, while holding a breath and after exhaling.	
	7. Secure animal lungs from the butcher shop and use in demonstrating inhaling and exhaling.	
	8. Diagram lungs and label each part.	
	9. Plan an experiment to show how carbon dioxide is exhaled. Have a student blow through a straw placed in a glass of lime water. Cloudy appearance indicates carbon dioxide has been added.	
	10. Discuss the effect of the environment on the respiratory system.	
K. The skeletal system serves several purposes.	1. Students examine a variety of bones and notice various shapes. Discuss the purpose of bones.	
	2. Discuss the importance of the skull.	
	3. Compare each type of joint to something in the environment. Arrange illustration on bulletin board.	
	4. Students make puppets with joints to separate body segments. Use puppets to demonstrate correct posture and efficient body movements.	
	5. Given a variety of picture silhouettes, differentiate between correct and incorrect posture.	
L. Growth rates (height and weight) are different among different children.	1. Chart monthly changes in each class member.	

RESOURCES

TEXTBOOKS:

Your Health and You, pp. 109-111, 48, 67, 188
Keeping Healthy, pp. 44-52, 99
Growing up Healthy, pp. 45, 48-50, 57-58, 60-61, 64-67, 91-92, 108, 111, 120-125, 140-157, 207-208, 218-235.
Laidlaw Brothers

Book C, pp. 176-188
Book D, pp. 51-59
Book E, pp. 8, 54-56, 60-84, 87-88, 94, 150-151
Lippincott

Book Three, pp. 10-21, 30-33, 94-97
Book Four, pp. 8-11, 14-26, 74-76, 82, 108
Book Five, pp. 9, 13-18, 139-147, 84, 181-187
Scott, Foresman

OTHER PRINTED MATERIALS:

Seven Paths to Fitness
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Sleep, Exercise and Nutrition
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Looking Good and Feeling Good
Teenform
P. O. Box 98
Carlstadt, New Jersey 97072

Hemo the Magnificent (Circulation)
Southern Bell

FILMSTRIPS:

"What is a Cell/How it Works"
Educational Activities, Inc.

"The Living Machine"
"You and Your Food"
"The Human Animal"
Walt Disney Materials

"Muscles/Skeletal System"
"Nervous System"
"Digestive System"
"The Brain"
"The Heart"
Southeastern Film and School Supply

"The Story of Human Life"
Kimbo Audio Visuals Materials

ITV:

"All About You"
- Lesson #2 - What Holds You Up?
- Lesson #3 - No Strings on You
- Lesson #8 - What are You Made Of?
- Lesson #9 - Take a Deep Breath
- Lesson #10 - Your Heart - The Mighty Muscle
- Lesson #11 - Getting Rid of Waste
- Lesson #14 - Your Busy Brain
- Lesson #18 - Secrets in Your Cells
- Lesson #21 - Look at You Now

FILMS:

"Learning About Our Bodies"
COR - SDSU/USD

"Muscles and Bones of the Body"
COR - SDSU/USD

UNIT II (4-6)

CLEANLINESS AND APPEARANCE

Objectives:

1. To assist the students to understand the importance of body cleanliness and its relationship to good health.

2. Be aware that everyone is responsible for their own personal health practices.

3. To assist them in understanding the relationship between good appearance and the total well-being of the individual.

4. Recognize the benefits of establishing a routine of well-balanced personal health practices.

5. To encourage them to take pride in their appearance.

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Many parts of the body require care.	1. Compile a list of good grooming habits. Have each student check his/her own daily grooming habits against the class list: a. washing hands after using bathroom b. shining shoes c. cutting your nails d. brushing your teeth e. brushing your hair f. flossing your teeth g. physical and dental check-up h. bowel movement i. washing your hair j. bathing	
	2. Invite the school nurse to discuss habits of cleanliness.	
	3. Have the student make posters on the personal care of the body.	
	4. Given a variety of picture silhouettes, the student will differentiate between correct and incorrect posture.	
	5. Explain how posture reflects a person's feelings.	
	6. If possible, mount and use a full length mirror in the classroom.	
	7. Demonstrate the use of the nail file, showing how to shape the nails in order to avoid cuts and hangnails.	
	8. Encourage use of personal toilet articles, i.e., comb, brush, deodorant.	
B. The skin requires proper care.	1. Study the skin under a magnifying glass, observing pores and the lines.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	2. Show an enlarged diagram of the skin and have the students label the layers.	
	3. To demonstrate how dirt clings to the skin, have a student rub the back of his/her hand with a piece of cloth dipped in alcohol.	
	4. Discuss the fact that pigment gives color to the skin.	
	5. Research and report on the work of the sweat glands.	
	6. Discuss the importance of preventive measures and proper care to avoid the spread of impetigo and other skin diseases.	
	7. Discuss the relationship of proper diet to healthy skin.	
	8. Discuss the effect of over-exposure to the sun. Discuss proper care of the skin during the winter.	
C. Clothing reflects the personality of the individual and should be suited to different weather conditions.	1. Discuss the importance of clothing in helping the body maintain a constant temperature. Experiment using dark and light cloth.	
	2. Develop guidelines for proper dress for different occasions, including uniforms and protective clothing.	
	3. Discuss the fact that clothing reflects modesty and respect for the body.	
	4. Compare clothing worn in other parts of the country, in tropical countries, etc.	
	5. Discuss the importance of clothing fitting the body without binding.	
	6. Plan and arrange a bulletin board of various types of material suited to different weather conditions.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	7. Discuss the fact that children at this age level can be responsible for caring for their own clothes and the changing into play clothes for physical education and play after school.	
	8. Discuss ways to help clothe people who cannot afford to dress adequately.	
D. Body Cleanliness and personal appearance are important to personal pride, and reflects consideration for others.	1. Make a chart listing things that must be done regularly for good personal grooming.	
	2. Discuss how body cleanliness and personal appearance are important to personal pride (body care, clothing selection and care).	
	3. Invite the school nurse to discuss the effect of personal health practices on yourself and others (parental pressure vs child's interest or peer group influence).	
	4. Conduct class survey on health practices (e.g. sleep needed, bathing, eating habits, etc.). Develop data, realize evidence that individual needs vary.	
	5. Discuss the meaning of personal pride and how it relates to a person's image.	
	6. Discuss how keeping oneself clean and neat helps to increase self-respect and improve relationships with others.	
	7. Discuss the importance of good health habits when one has a cold.	
	8. Make posters showing ways to prevent the spread of communicable diseases such as colds and impetigo.	

RESOURCES

TEXTBOOKS:

Keeping Healthy, pp. 98-99
Growing Up Healthy, pp. 99-102
Laidlaw Brothers

Book D, pp. 127-129
Book E, pp. 140
Lippincott

Book Four, pp. 9-10, 26, 78-79
Book Five, pp. 55-57, 60, 64-65, 73-79, 84-85
88, 90-91, 101, 128, 142-143, 157-159,
257
Scott, Foresman

FILMSTRIPS:

"Good Health Ideas"/record
Society for Visual Education

OTHER PRINTED MATERIALS

"Be Kind to Your Feet"
William Frederick Press

"Good Grooming"
Avon Products, Inc.

Good Grooming Booklet
Scott Paper Company

"Personal Care For Girls"
Kimberly Clark Corporation

Good Grooming Award
Five Day Chart
Cluett and Peabody Company

Set of Health Posters
Educator Mutual Life

FILMS:

"Cleanliness and Health"
COR - SDSU

"Digestion in Our Bodies"
COR - SDSU/USD

"Healthy Feet"
COR - USD

"Let's Be Clean and Neat"
COR - USD

"Personal Hygiene for Boys"
COR - SDSU/USD

UNIT III (4-6)

DENTAL HEALTH

Objectives:

1. To assist the students to realize the importance of a healthy mouth.
2. To enable them to learn the classification, structure, and function of the teeth.
3. To help them to become thoroughly aware of individual dental problems and preventive methods.
4. To understand that good dental health can affect speech, appearance, digestion and personality.
5. To enable them to appreciate the work of individuals providing dental care.
6. To encourage them to assume responsibility for the care of their own teeth.
7. To know dental research is making many advances in caring for teeth.

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. It is important to have a healthy mouth.	1. Discuss the structure and condition of the disease-free mouth. 2. Discuss the causes and effects of dental cavities. a. bacteria b. acid or saliva c. natural susceptibility of teeth to decay d. diet of carbohydrates 3. Experiment: Bacteria in the mouth...In a sterile gelatin medium, place scrapings from between the teeth and on the gums; cover and place in a warm spot. Observe the growth of fungus after several days. 4. Examine some teeth showing flaws in the enamel which may indicate the beginning of decay. 5. Discuss the progression of decay through the enamel to the dentin and pulp. 6. Discuss the danger of decayed teeth to the adjacent teeth. 7. Obtain some x-rays from a dentist and let the students look for fillings and decay. 8. Have the students illustrate the steps in tooth decay by making posters. 9. Invite a dentist or dental hygienist to discuss cause, effect and treatment of diseases of the mouth.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	10. Discuss the importance of preventive measures to keep the mouth healthy: a. regular visits to the dentist b. reduction of sugary foods and drinks c. proper brushing d. x-ray examinations e. fluoride applications	
	11. Review the proper technique for brushing the teeth and use disclosing tablets to evaluate their brushing.	
	12. Discuss dental flossing.	
	13. Demonstrate the various methods of massaging the gums.	
	14. Research and report on different opinions regarding use of dental health.	
	15. Discuss the value of the following in caring for the teeth: a. salt water b. apples c. baking soda d. water pik	
	16. Make posters showing ways how not to use your teeth.	
B. Teeth serve specific functions in the body.	1. Have the students investigate the teeth of animals, shapes and functions, teeth of early man.	
	2. Building a model or draw a picture of a cross section of a tooth and identify the parts (crown, enamel and dentin) (root, cementum and pulp).	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Discuss the baby or deciduous teeth, number and function. a. chewing b. helping speech c. maintaining space for permanent teeth d. creating pleasing appearance	
	4. Look up the derivation of each of the following words: periodontal, incisor, cusp and dentin.	
	5. Make a chart of the different teeth. Note approximate period of life that the teeth erupt.	
	6. Draw a picture of the permanent teeth. Discuss the number and care. (brushing, visiting dentist, wise choice of foods)	
	7. Discuss the functions of the various kinds of teeth. a. incisors b. cuspids c. bicuspids d. molars	
	8. Arrange bulletin display of the different kinds of teeth and tools they most closely resemble.	
C. Each individual is responsible for the growth and development of his/her teeth and gums.	1. Invite the dentist to discuss the various factors that determine proper growth and development of teeth and gums. a. heredity b. shedding of deciduous teeth too early c. narrow dental arches	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	d. abnormal growth of jaw e. emotional disturbances f. facial deformities g. contributing causes to diseases of gums and teeth in later life h. poor digestion due to inability to chew foods	
	2. Discuss the importance of avoiding injury to the teeth and gums and giving immediate attention to broken or loosened teeth.	
	3. Discuss the importance of space maintainers and bridges for support of the teeth.	
D. Modern dentistry is providing new techniques and devices.	1. Research and report on the history of dentistry. Compare the tools and techniques used in ancient times to those of today.	
	2. Bring in newspaper articles on progress taking place in dental research.	
	3. Report on what is being done in research on fluorides.	
	4. Research and report on what is being done in their own community with fluoridation.	
	5. Invite a local dentist to discuss topical fluoride applications.	
	6. Research and report on the work of the orthodonist and other specialists using new techniques in dentistry.	

TEXTBOOKS:

Your Health and You, pp. 120-121
Keeping Healthy, pp. 120-126, 157, 192
Growing Up Healthy, pp. 7, 119-120
Laidlaw Brothers

Book C, pp. 64-78
Book D, pp. 109-118
Lippincott

Book Three, pp. 74-87
Book Four, pp. 87-108
Book Five, pp. 157-162
Scott Foresman

PRINTED MATERIALS:

"Learning About Your Oral Health"
Level II
211 East Chicago Avenue
Chicago, Illinois 60611

Why You Should Use Dental Floss
Johnson and Johnson
New Brunswick, New Jersey 08903

How to Protect Dental Health While
Enjoying Candy
26 Wabash Avenue
Chicago, Illinois 60633

Nutrition and Dental Health
and Dental Decay
U.S. Department of H.E.W.
Public Health Service
Washington, D. C. 20025

Wall Chart on Brushing Teeth
Lever Brothers Company

Proper Dental Care
Oral B Company

Dental Kits (3rd Grade)
Proctor and Gamble

FILMSTRIPS:

"Tale of a Tooth"
"Billy Meets Tommy Tooth"
Society for Visual Education
1345 Diversey Pkwy
Chicago, Illinois 60614

"Jane's Teeth and Yours"
Listening Library

"Going to the Doctor, Dentist
and Hospital"
Eyegate House
Jamaica, New York 11435

"Good Dental Health is Up to You"
"Let's Talk About Your Teeth"
Proctor and Gamble
P. O. Box 599
Cincinnati, Ohio 45202

"This Is Your Mouth Talking"
Walt Disney Productions
500 South Buena Vista Drive
Burbank, California 91503

FILMS:

"Dental Health - How and Why"
COR - USD/SDSU

UNIT IV (4-6)

DISEASES AND DISORDERS

Objectives:

1. To assist the students to know that some diseases are caused by microorganisms.
2. To understand that there are stages in disease process (incubation, general symptoms, specific symptoms, recovery).
3. To help them understand that the effect of microorganisms on the body depends on the state of one's health.
4. Distinguish between communicable and noncommunicable diseases.
5. To enable them to learn some of the means by which some diseases can be prevented and controlled.
6. To assist them to be aware that some diseases and disorders are a result of body malfunction.

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Some diseases are caused by microorganisms.	1. Define the word DISEASES as it relates to the body. 2. Discuss the microorganisms and diseases they cause. a. Bacteria 1) Scarlet Fever 2) Diptheria 3) Tetanus 4) Gas gangrene 5) Meningitis b. Protozoa 1) Malaria 2) Amoebic Dysentery 3) Sleeping Sickness c. Viruses 1) Measles 2) Smallpox 3) Chickenpox 4) Mumps 5) Poliomyelitis 6) Influenza 7) Mononucleosis 8) Rabies (hydrophobia) 9) Rocky Mountain Spotted Fever 3. Show slides of microorganisms, identify and draw some of the microorganisms they see. Use slide projector and microscope. 4. Have the students grow bacteria in Petri dishes to demonstrate growth under specific conditions. 5. Display illustrations of animals and insects that carry disease. 6. Research and report on the development of antibiotic drugs. 7. Effects of infections on parts of the body: a. respiratory system b. circulatory system c. gastrointestinal system d. open wounds	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	8. The student should be able to place the developmental stages of disease into proper order. a. incubation b. general symptoms c. specific symptoms d. recovery	
	9. Give the students a disease such as measles, mumps, chickenpox and a list of signs/symptoms with the appropriate stage.	
	10. Discuss how the body guards against infectious diseases.	
B. A healthy body and good health habits help to prevent infection.	1. Display pictures or drawings showing what to do when coughing or sneezing.	
	2. Use transparencies to review the body systems and diseases that affect each system.	
	3. Use skits, role playing and mobiles to review how rest, food, exercise and proper medical care help to promote a healthy body and to prevent diseases.	
	4. The teacher should discuss the definition and differences of communicable and noncommunicable diseases.	
	5. Give the students a list of diseases and have them determine if they are communicable and non-communicable diseases.	
	6. Prepare posters illustrating ways to protect others from communicable diseases.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	7. Discuss the importance of discarding disposable tissues in a sanitary way (in paper or plastic bags).	
C. Immunizations can help prevent and control infectious diseases.	1. Define the word VACCINE.	
	2. Assign short biography papers of a health pioneer. Compile into a book to be shared by the others in the class. a. Pasteur b. Salk c. Sabin d. Jenner e. Listers f. Others	
	3. Make a chart listing the various vaccines. Beside each tell who discovered it and how it is used.	
D. The body has natural defenses against some diseases.	1. Discuss the importance of maintaining immunity (booster shots).	
	2. Define then discuss the term NATURAL IMMUNITY.	
	3. Discuss the importance of the skin as protection against certain diseases.	
	4. Discuss what should be done when one is bitten by an animal.	
	5. Discuss how the spread of diseases can be prevented.	
	6. Identify ways the family can assist in preventing spread of disease.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	7. Design posters identifying ways of preventing disease at the local, national and world level.	
	8. Arrange a bulletin board of current articles on emergency situations throughout the world (floods, quakes, storms, tornadoes).	
E. Some diseases are caused by body malfunctions and by unknown causes, in addition to microorganisms.	1. Invite the school nurse to demonstrate the use of Clinitest in detecting diabetes and insulin in treating it. Discuss the diet of the diabetic.	
	2. Role play how to help a person experiencing an epileptic seizure.	
	3. Discuss the fact that cancer of the lungs might be avoided through good health habits and early detection.	
	4. Discuss the problem of respiratory disease control because of the changing environment.	
	5. List some diseases of the heart and circulatory system.	
	6. Discuss Sickle-Cell Anemia.	
	7. Discuss the effect of exercise on the circulatory system. Demonstrate the change in the role of the pulse before and after exercise.	
	8. Explore the factors which influence the normal functioning of the circulatory system (fatigue, rest, food, smoking).	

TEXTBOOKS:

Your Health and You, pp. 85-99
Keeping Healthy, pp. 88-103
Growing Up Healthy, pp. 16, 96-111, 149, 206-215, 185
Laidlaw Brothers

Book C, pp. 55-62
Book D, pp. 121-137
Book E, pp. 133-138, 144-146
Lippincott

Book Three, pp. 135-151
Book Four, pp. 163-169
Book Five, pp. 257-258, 207, 27
Scott, Foresman

OTHER PRINTED MATERIALS:

Defense Against the Common Cold
Immunization
Walt Disney Educational Materials
520 South Buena Vista Avenue
Burbank, California 91503

Heart Puzzle
American Heart Association

Cancer, What to Know, What to do
About It
(Order No. 1742 - 0040)
Consumer Product Information

Study Prints
Defense Against Common Cold (8)
Walt Disney Education Materials

ITV:

"All About You" (Lesson #23)
Sneezles, Wheezles, and Measles

FILMSTRIPS:

"Influenza and Measles"
"Mumps and Polio"
ESP, Inc.

Invasion by Disease
Eyegate House
146-01 Archer Avenue
Jamaica, New York 11435

FILMS:

"Health Heroes - Battle Against Disease"
COR - USD/SDSU

"Infectious Diseases and Man Made Defenses"
COR - SDSU/USD

"Your Health - Disease and It's Control"
COR - SDSU/USD

UNIT V (4-6)

NUTRITION

Objectives:

1. To enable the students to learn about nutrients of the basic four food groups and how they relate to the body.
2. To help them to appreciate the value of a well-balanced diet for optimum health.
3. Recognize that all nutrients are available through food.
4. Identify different ways of preparing foods to ensure their greatest nutritional value.
5. Know that regular attention to daily diet reduces the possiblity of health problems.
6. To assist them to understand the process of digestion.
7. To enable them to become aware of the network of industries involved in supplying food to the public.

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. The nutrients supplied by the basic-four food groups keep us healthy.	1. Review the four basic food groups, the foods included in each group, and the amounts recommended. 2. Keep a record for several days of food consumed and check how many items from basic-four foods are eaten a day. 3. Discuss the terms nutrition, nutrient and calories. Discuss each of the following: a. Milk and meat groups (important for growth) b. Proteins (build and repair body cells) c. Carbohydrates (chief fuel foods) d. Fats (supply over twice as much energy per gram than carbohydrates) e. Vitamins (maintain body tissues, prevent dietary deficiency diseases) f. Minerals (build bones and teeth; regulate body processes and help prevent dietary diseases) g. Water (essential to diet) 4. Carry on experiment with white mice recording diet plan chart. Dairy Council.	
B. Definite amounts of foods from the basic-four food groups are needed daily.	1. Have the students construct a basic-four food mobile. 2. Report on the functions of nutrients and on food sources. 3. Relate food sources of vitamins to the basic-four guide.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	4. Discuss dietary deficiency diseases and their causes. Match diseases with foods capable of correcting each disease.	
	5. Have a report on the functions of water in the body.	
	6. Research and report on the source of the community water supply and precautions taken to insure a safe supply.	
C. The "type A" lunch constitutes one-third of the daily food needs.	1. Examine the school lunch menu and analyze it for the basic-four food groups.	
	2. Arrange a visit to lunchroom kitchen to learn where foods are stored and how meals are prepared.	
D. When eaten, food is broken down and changed in the body.	1. Make a poster of the digestive system and show where food is broken down.	
	2. Discuss what teeth do to food.	
E. Science has helped to increase man's food supply, improve quality of food, and make food safe to eat.	1. Make a display of various types of food packaging.	
	2. Take a field trip to a supermarket and make a list of the types of food and packaging materials they observe.	
	3. Visit a farm, dairy and food processing plant. Discuss how food is grown, harvested and processed.	
	4. Make a map showing where certain types of food are grown in the U.S.A. and discuss reasons why they are grown in those areas.	
	5. List foods imported and exported by the United States.	

CONCEPT	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
F. Food habits may vary in geographic sections of the United States.	1. Have a report on regional foods. If possible, have a tasting party serving such things as southern style cornbread, New England style clam chowder, and chili. Have a report on South Carolina foods. 2. Discuss how climate relates to food eaten. 3. Report on food customs of other countries and possible reasons for such customs: a. Influenced by ethnic origin b. Influenced by environment 4. Have pupils develop posters, a scrapbook of pictures or stories of foreign foods.	

RESOURCES

TEXTBOOKS:

Your Health and You, pp. 105-119
Keeping Healthy, pp. 110-118
Growing Up Healthy, pp. 116-118, 128-133, 167
Laidlaw Brothers

Book C, pp. 141-149
Book D, pp. 100-104
Book E, pp. 111-123
Lippincott

Book Three, pp. 17-19, 122-123, 158-159
Book Four, pp. 56-61
Book Five, pp. 150-172
Scott, Foresman

AUDIO-VISUAL MATERIALS:

A. Filmstrips
   1. Cereal Institute of America
      "Skimpy and a Good Breakfast", (color)
      135 LaSalle Street
      Chicago, Illinois 50503
   2. Coronet Instructional Films
      "Foods We Eat", (color)
      65 East South Water Street
      Chicago, Illinois 60601
   3. Educational Activities,
      "Nutrition For You", (color)
      P. O. Box 392
      Freeport, New York 11520
   4. Filmstrip House, Inc.
      "Nutrition", (color)
      432 Park Avenue South
      New York, New York 10016

FILMSTRIPS:

You and Your Food ($11.00) w/record
Walt Disney Educational Materials

What Is Nutrition? ($22.95)
You Are What You Eat ($22.95)
Educational Activities, Inc.

People In Poverty ($8.00 plus guide)
Society for Visual Education

OTHER PRINTED MATERIALS:

What You Eat Can Change Your Life (#83480) Chart
Scott, Foresman (Already supplied to schools using Scott, Foresman texts)

The Great Vitamin Mystery (Order No. B-7)
National Dairy Council

INSTRUCTIONAL TELEVISION AND RADIO:

ITV: All About You (Lesson #5) What's Your Fuel? (Lesson #6) What You Eat

Mulligan Stew (Lessons #1-6)

1. Printed Materials

   A. Cereal Institute of America
      20 Facts About Cereals and Nutrition, and, *Educational Materials on Nutrition*
      135 LaSalle Street
      Chicago, Illinois 60603
   B. Dairy, Food and Nutrition Council on Minnesota
      Nutrition Education Materials
      2353 North Rice Street
      St. Paul, Minnesota 55113

C. National Canner's Association
Nutrition Alert
1133 20th Street, N.W.
Washington, D. C. 20036

D. Prudential Insurance Company
There's More to Food Than Eating
P. O. Box 1143
Minneapolis, Minnesota 55440

E. U.S. Department of Agriculture
Nutrition, Food at Work for You
Human Nutrition Research Branch
Washington, D. C. 20402

UNIT VI

FITNESS AND BODY DYNAMICS

Objectives:

1. To assist the students to understand the importance of total fitness for effective living.

2. To enable them to know the relationship of the body systems to body movement and posture.

3. To help them appreciate the need to maintain fitness in today's world.

4. To encourage them to practice good habits in order to develop and maintain fitness.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Total fitness is essential for effective living.	1. Define the word fitness. Relate to physical, mental, emotional and social development.	
	*2. Discuss qualities that identify total fitness (endurance, strength,energy, vivaciousness, productivity).	
	*3. Discuss qualities that indicate a lack of total fitness (apathy, disinterest, indolence, unproductiveness).	
	4. Discuss the fact that the excessive use of drugs can affect the body and prevent a person from attaining total fitness.	
	5. Relate good health habits to total fitness.	
	6. Explore the effect of fatigue on a person's fitness.	
	*7. Discuss the importance of a healthy body in combatting an unexpected emergency.	
	*8. Discuss factors influencing social fitness (interpersonal relationships, good citizenship, cooperation, leadership).	
	9. Discuss the effect of exercise on the respiratory and circulatory systems.	
	10. Invite the school nurse to discuss the beneficial effects of exercise on the digestive and excretory systems.	
	11. Draw pictures showing children with good posture.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	12. Use puppets to demonstrate good and bad posture.	
	13. Allow the students to role play emotions through posture.	
	*14. Identify and discuss muscle tone as foundation for further development of strength and skill.	
	15. Discuss why each desk and chair should fit each person.	
	16. Use a chart of a skeletal and muscle system or a model of a skeleton and discuss the functions of the systems.	
B. There is an important relationship between the body systems and movement and posture.	1. Discuss the importance of the skeletal and muscular systems to good posture.	
	2. Discuss the fact that the skeletal and muscular systems permit participation in many activities (sports, dancing, walking).	
C. Regular exercise contributes to body efficiency.	1. Discuss the importance of participating in activity regularly in order to increase strength and skill.	
	2. Invite the physical education teacher to discuss and demonstrate good body mechanics in daily living.	
	3. Discuss the value of warm-up activities in advance of strenuous exercises. Try a few warm-up activities.	
	4. Have the students set up a variety of activities from simple to more difficult as a daily schedule to perform at school or at home.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	5. Discuss the value of daily exercise in strengthening muscles.	
	6. Demonstrate the correct way to hold body when lifting and carrying heavy objects.	
	7. Discuss how pets exercise.	
	8. Discuss what happens to the body when it is inactive.	
	9. Develop a list of activities that can be used by the family at home to promote physical fitness.	
	*10. Arrange a bulletin board with pictures of men and women illustrating good form while participating in various activities.	
	*11. Report on how men and women kept physically fit in ancient times	
	*12. Research and report on calisthenics used in Sweden, Japan, Russia, Germany and China. Use in class.	
D. Each person should assume responsibility for his/her own degree of fitness.	1. Discuss the responsibility each person has to provide for his/her own total fitness through the use of doctors, nurses, and other health personnel.	
	2. Discuss the fact that assisting in daily chores can assist in keeping fit.	

RESOURCES

Textbooks:

Your Health and You - pp. 183-191
Keeping Healthy - pp. 200-217
Growing Up Healthy - pp. 218-235
Laidlaw Brothers

Book C - pp. 25-26
Book D - pp. 23-29
Book E - pp. 2, 6, 115, 87-89
Lippincott

Book Three - pp. 106-113
Book Four - pp. 108-119
Book Five - pp. 106-107, 116-123, 128
244-245
Scott, Foresman

Films:

"Youth Physical Fitness"
USD

"Muscles and Bones of the Body"
COR - USD/SDSU

Filmstrips:

Fitness: Self-Testing ($6.25) w/record
Fitness: Exercise and Stunts ($6.25) w/record
Society for Visual Education

And the Beat Goes On for Physical Education
($12.95) w/record
Educational Activities, Inc.

Posture Posters (Set of 4 - Color)
American Seating Co.

You Feel Better, Look Better, Exercise (#83480) Chart
Scott, Foresman (Already supplied to schools using Scott, Foresman texts)

Instructional Television and Radio:

ITV: All About You (Lesson #4) Move Those Muscles!

Mulligan Stew (Lesson #3) The Flim Flam Man
(Lesson #6) The Racer That Lost His Edge

Radio: Healthy, Wealthy, and Wise (Lesson #4) Exercise, Rest, and Sleep

Other Printed Materials:

Correct Sitting and Posture Chart

UNIT VII (4-6)

SENSORY PERCEPTION

Objectives

1. To assist students to learn the structure of the parts of the body relating to sensory perceptions.

2. To enable them to understand the interrelationship of the senses with other body parts.

3. To help them to know the kinds of sensory defects and their prevention and care.

4. To encourage them to develop an awareness of the need for taking care of their senses.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Kowledge of the parts of the eye provides a better understanding of the mechanics of vision.	1. Show a model of an eye, and discuss parts of the eye that are meaingful to children at this age level. a. Setting and protection (1) Eye socket (2) Eyebrow (3) Eyelids (4) Eyelashes (5) Tear glands b. Outer covering (1) Sclera (2) Cornea (3) Conjunctiva c. Inner parts (1) Iris (2) Lens (3) Retina (4) Aqueous humor (5) Vitreous humor (6) Choroid *2. Find pictures of eyes of various animals and discuss how the structure and setting differ from human eyes. *3. On a mimeographed diagram label parts of the eye. Discuss functions of the parts. *4. Compare the eye to a camera. *5. Discuss the common defects of vision. a. Nearsightedness (Myopia) b. Farsightedness (Hyperopia) c. Color perception deficiency *6. Make a diagram showing how an image is transmitted to and interpreted by the brain. *7. Construct a chart showing refraction errors and how they may be corrected by glasses. 8. Discuss the relationship of vision to balance. 9. Discuss the relationship between the senses of touch and vision.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
B. Good eye care habits are essential for good vision.	1. Discuss the importance of rest and exercise for good vision.	
	*2. Research recent regulations for safety lenses.	
	3. Discuss the relationship of diet to good vision.	
	4. Discuss the importance of acquiring good reading habits for good vision.	
	5. Invite the school nurse to discuss the purpose of a vision test and the need for those failing the test to have a special eye examination.	
	6. Discuss and define the work of eye specialist (ophthamologist, optometrist, oculist).	
	7. Discuss proper care of eyes and first aid for eye injuries.	
	8. Design posters illustrating how to prevent eye accidents.	
	9. Obtain and examine some samples of Braille.	
	10. Research and report on the selection and training of seeing eye dogs.	
	11. Report on the life of Helen Keller.	
C. Ears are the organs of hearing.	*1. Construct a model of the ear: (Cartilage flap and auditory canal).	
	*2. Have a report given on the life of Van Gogh.	

3. Prepare a transparency of a diagram of the structures of the middle ear and another of the inner ear. Identify, label, and discuss the structures illustrated.

   a. Middle ear
      (1) Ear Drum
      (2) Chain of bone
      (3) Eustachian tube

   b. Inner ear
      (1) Cochlea
      (2) Semicircular canals
      (3) Auditory nerve

4. Discuss how hearing takes place.

*5. Identify the terms vibration and sound waves. Discuss the ways in which parts of the ear work together to transmit sound waves to the brain.

*6. Discuss the purpose of the fluid in the ear.

7. To demonstrate equilibrium, blindfold a student, have him/her stand still a few minutes. Observe if he/she sways. Spin a few times, then stand still again. Observe results.

8. Demonstrate the action of sound waves by striking a tuning fork and holding it close to the surface of a full glass of water. (Sound waves will make the water ripple).

9. Discuss the pleasures people get through the sense of hearing.

10. Read and report on how various animals hear (bats, fish, grasshoppers).

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
D. Good hearing depends on proper care of the ears.	1. Discuss the whisper test and the water test.	
	2. Invite a school nurse to demonstrate the use of the auditometer.	
	3. Discuss the correct way to blow one's nose to prevent infection in the Eustachian tube.	
	4. List ways to care for and protect the ears. Stress the delicacy of the ear drum.	
	5. Explore the methods used to help those who have hearing defects. (Hearing aids, sign language, lip reading.)	
	6. Discuss temporary hearing loss because of a cold or the accumulation of wax in the ear.	
	*7. Report on the life of Thomas Edison and his hearing problem.	
	8. Research and report on the effect of noise on a person's hearing.	
E. The senses of taste and smell are closely related.	*1. Draw a diagram of the tongue (Papillae, taste buds, nerve endings, brain).	
	2. Locate the areas of taste on the tongue by touching a cotton swab dipped in solutions of sugar, salt, vinegar, etc. to various areas of the tongue. Then complete the diagram of the tongue by labeling the taste area. (Four main tastes--sweet, sour, salty, and butter.)	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Discuss the benefits of not using tobacco.	
	4. Prepare a diagram of the nose. Discuss and label each part (path for air, nerve endings--cells, moist linings, olfactory bulb and nerve leading to brain).	
	5. Blindfold some volunteers and attempt to identify odors such as ammonia fumes, perfume, strong cheese, a rose, coffee, etc.	
	6. Discuss what happens to the lining of the nose when a person has a cold.	
	7. Discuss how the sense of smell can serve to protect the body in some emergency situations.	
F. The sense of touch is important to life.	*1. Display a diagram of a cross section of the skin. Discuss the parts that make up the skin (Outerpart--epidermis--dead cells and some nerve endings; Underpart--dermic--blood vessels, nerve endings, sweat glands, fat).	
	*2. Discuss the importance of nerve endings in the skin and how the brain interprets messages from the skin.	
	3. Identify how the sense of touch serves as a signal system for the body. Discuss sensitivity of different areas of the skin.	
	4. Discuss the fact that people who have lost their vision develop a more sensitive sense of touch than sighted persons.	

Textbooks:

Your Health and You - P. 46
Growing Up Healthy - pp. 18, 210, 187-188, 143-144, 159
Keeping Healthy - pp. 98-99, 121
Laidlaw Brothers

Book C - pp. 133-139, 80-84
Book D - pp. 82-92
Book E - pp. 94-103, 182, 3, 68-69, 138
Lippincott

Book Four - pp. 21, 61-63
Book Five - pp. 33-43, 47-63, 77-79
Scott, Foresman

Films:

Your Eyes
Your Ears

EBF - USD

See Better
Healthy Eyes
COR - SDU

You and Your Five Senses
State Department of Health and Environmental Control

Gateways to the Mind
Southern Bell

Filmstrips:

You and Your Five Senses ($11.00) w/record
You and Your Eyes ($11.00) w/record
You and Your Ears (#11.00) w/record
You and Your Sense of Touch ($11.00) w/record
Walt Disney Educational Materials

The Eye ($11.00) w/record
The Ear ($11.00) w/record
Southeastern Film and School Supply

How We See and Hear ($6.00) w/record
Moody Institute of Science

Cassettes:

Life of Helen Keller
State Department of Education
Audio Visual Library

Other Printed Materials:

How Do You See (#83452) Chart
Scott, Foresman

Insights on Sight (30c) Pamphlet
William Frederick Press

Dog Guides for the Blind (Pamphlet)
American Foundation for Blind

Instructional Television and Radio:

ITV: All About You (Lesson #12) Your Birthday Suit
(Lesson #13) Getting the Message
(Lesson #15) Listen, Look & Learn
(Lesson #16) Handy Hands

Radio:
Healthy, Wealthy, and Wise (Lesson #7)
Eyes and Ears

UNIT VIII (4-6)

SLEEP, REST, RELAXATION

Objectives

1. To assist the students to understand that relaxation, rest, and sleep are necessary for developing strong, healthy bodies.

2. To help them to appreciate the real value of sleep, rest and relaxation.

3. To encourage them to develop regular habits for balanced program of activity, sleep, rest and relaxation.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. The body requires sleep in order to function effectively	1. Have the students survey their sleeping habits, tabulate and record the results. Discuss the meaning of the word sleep.	
	2. Discuss why the body needs sleep and the importance of sleep as a defense against disease. a. Overcome fatigue b. Repair and rebuild the body c. Prevent disease	
	3. Ask the students to observe their pets' sleeping habits and length of time they sleep.	
	4. Discuss what happens to the nervous and circulatory system when a person sleeps.	
	5. Role play situations that could interfere with a person's sleeping.	
	6. Discuss why it is undesirable to take sleeping pills.	
	7. Discuss the desirability of changing clothes when going to bed.	
	8. Make a list of quiet activities that can be performed before bedtime to promote restful sleep.	
	9. Role play getting ready for bed.	
	10. Discuss why a clean and attractive room makes it more inviting to sleep.	
B. Rest can be thinking, dreaming, planning or meditating	1. Define the word fatigue. Discuss how rest can help prevent fatigue.	
	2. Discuss the importance of rest for children at this age level.	

3. Discuss what can be done at home to permit family members to have periods of rest.

4. Discuss the fact that what is restful for one person may not be restful for another person.

C. Relaxation is necessary for good health.

1. Define the words relaxation and tension. Discuss relaxation as a change of pace and for reduction of tension.

2. Ask each student to write a brief paragraph or draw a picture describing his/her favorite form of relaxation.

3. Demonstrate a variety of exercises that can help one to relax.

4. Plan periods of relaxation for various days of the week.

5. Share the importance of hobbies as a form of relaxation.

6. Have students plan a bulletin board around the theme rest and relaxation.

7. Play recordings of restful and relaxing music during the day.

8. Plan several periods for the students to work on activities of their choice.

RESOURCES

Textbooks:

Keeping Healthy - pp. 11, 57, 170
Health for Living - pp. 38, 60, 210
Laidlaw Brothers

Book C - P. 119
Book D - pp. 203, 233-234
Book E - pp. 87-89
Lippincott

Book Three - pp. 34-35
Book Four - pp. 12-13
Book Five - p. 127

Films:

Your Sleep and Rest
EBF - USD

Instructional Television and Radio:

Radio: Healthy, Wealthy, and Wise (Lesson #1)
Good Health Habits

UNIT IX (4-6)

EMOTIONAL DEVELOPMENT

Objectives:

1. To enable the students to begin to understand the importance and the value of each individual.

2. To assist them to recognize the relationship of physical growth and maturation to emotional development.

3. To realize that self acceptance is fundamental to sound mental health.

4. To encourage them to explore the significance of environment upon the emotional development.

5. To help them to become aware of the interrelationships that exist among physical, social, intellectual, and emotional developments.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Each individual is a unique human being.	1. Discuss the idea of the uniqueness of an individual. a. Appearance and name b. Age and size c. Abilities and talents d. Feelings and emotions (1) Identification (2) Function (for or against) (3) Love, anger, fear, shame e. Values (where they came from, how they function, how they differ) f. Conscience (where it comes from, how it functions, gray areas)	
	2. Discuss the appearance, ability and values of a favorite TV or book character.	
	3. Use mirrors to study facial expressions. Discuss what one can see and what may be underneath.	
	4. Dramatize crises of conscience.	
B. Growing up involves gradually assuming responsibility for oneself.	1. Discuss the growing up process and the responsibilities involved. a. Dependence and independence (balance of two, end results of maturation) b. Decision-making c. Responsibility for actions	
C. A positive self-image is basic for healthy emotional development and happiness.	1. Have each student think of the person he/she most admires. List on board characteristics in a person they like and those which they don't like.	
	2. Ask each student to write his/her own autobiography or plan a booklet "All About Me." Discuss "A positive self-image is healthy."	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	a. Self perception (1) Ups and downs in life are normal (2) Self-image varies from person to person b. Why do people do things	
	3. Discuss what personality factors can or cannot be changed.	
	4. Draw or collect pictures of activites a person can enjoy by himself/herself.	
	5. Discuss normal physical growth (toward changes to be understood and accepted as the size and shape, looks, skill development, reason for changes, result of puberty).	
	6. Invite a physician or the school nurse to discuss normal growth and development from a factual point of view, stressing areas that may cause anxiety.	
D. Serious physical problems must be recognized and accepted by the individual and his /her peers.	1. Have each student report on the life of a physically handicapped person. a. Vision b. Hearing c. Manipulation and crippling problems d. Epilepsy e. Others	
	2. To help build empathy for handicapped, role play situations where a physical handicap exists such as blindness, hearing loss, etc. Role play not being able to blame physical handicap on anyone or anything.	
	3. Discuss retardation, possible causes, methods of evaluating, and means of coping with the problems. Invite a teacher of an educable group to speak to the class.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	*4. Invite representatives of local agencies to discuss how they help citizens cope with mental and emotional problems. a. Psychosis b. Neurosis c. Exaggeration of difficulties	
E. Emotional reactions based on fear anxiety, tension or excitement may trigger physical reactions.	1. List physical reactions that may arise from emotions. a. Blushing b. Paleness c. Perspiration d. Weakness e. Headache f. Stomach upset g. Unusual strength h. Tears i. Stuttering	
	2. Role play physical reactions to situations such as: a. A test at school b. Being at bat - two outs c. Giving an oral report d. A bully taking over e. Walking in the dark f. Meeting a new boy or girl	
F. Parents, siblings, relatives, family, teachers, neighbors, and others influence the emotional development of each student.	1. Discuss the role of the home in emotional development. a. Role of parents (1) Love and acceptance (2) Self-models, manners (3) Discipline (4) Rights within family value system b. Role of siblings (1) Status of age or lack of it (2) Support (3) Conflict c. Role of relatives living at home	
	2. Dramatize a story about family conflicts.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS

*3. Discuss with some adults what actions they expect from children and what actions they expect children to avoid.

4. Have the students write on "How I Help My Family."

5. Discuss ways of making a new student feel welcome at school and ways he can help to make new friends.

6. Use the DUSO program regularly with students.

7. See the ITV series, Inside Out.

8. Role play the following situations where manners are used:

   a. How to act at a party
   b. How to act at a sports event
   c. Telephone etiquette

9. Role play a situation where a compromise is used.

10. Discuss the basis for working and playing together and what good sportsmanship means in life.

11. Organize a class club and elect officers.

12. Have the students report on some leader showing qualities that make him/her outstanding.

*13. Discuss the influence society and the environment have on emotions and development of value systems for desicion-making.
   a. School and teacher (relationships, demands of curriculum, transition to junior high)

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	b. Mass media (TV, movies, radio, newspapers, magazines and books, etc.) c. Cultural variations (prejudice learned and fostered between and among peers, generations and neighborhoods).	
	14. Make a collage of favorite TV program notes, movie listings, newspaper articles, magazine, book titles or book jackets fora bulletin board display, entitled "What We Like and Why." Show the "Why" by super-imposing descriptive words over the pictures and prints.	
	*15. Discuss another cultural group and tell how the children in this group behave.	
	16. Visit a local museum or library to find examples of games that children play in other lands. Discuss how these games help in emotional growth.	
	17. List problems common to this age group. Have a panel discussion on these problems and try to reach some solutions. Encourage audience participation in an orderly fashion.	
G. Environmental influences may differ, may be lacking, or may conflict.	*1. Invite a child from a different racial or geographical discussion on these problems and try to reach some solutions. Encourage audience participation in an orderly fashion.	
H. An important part of growing up is assuming responsibility for ones actions.	1. Investigate rules and laws that pertain to the welfare of all individuals in society (home, school, state federal).	
	2. Invite resource people to discuss children and the law. (Judge, lawyer, police men and women, juvenile officer, and principal.)	

CONCEPTS	ACTIVITES	TEACHER SUGGESTIONS AND EVALUATIONS
I. People are not always expected to solve their own problems	1. Use role-playing where two people have a conflict which results in a compromise. 2. List agencies, professional people and people in general who could help the children to solve a problem they are not able to cope with.	

RESOURCES

Textbooks:

Your Health and You - pp. 22-41
Keeping Healthy - pp. 24-39
Growing Up Healthy - pp. 25-35, 37-41, 43, 51
Laidlaw Brothers

Book D - pp. 3-6, 9-20, 23-26, 29-34, 37-46
Book E - pp. 3-15, 43, 228, 230, 29-49
Lippincott

Book Three - pp. 184-192
Book Four- pp. 118, 74, 76, 42-51
Book Five- pp. 245-246
Scott, Foresman

Filmstrips:

You Go Mad: Are You Glad ($18.00) w/record
What Happens Between People? ($18.00) w/record
What Do You Expect of Others? ($18.00) w/record
Guidance Associates

Other Printed Materials:

We Help and Share (Study Print)
Society for Visual Education

DUSO I and II (Kits)

Instructional Television and Radio:

ITV: All About You (Lesson #1) What Are You Anyway?
(Lesson #18) What Keeps You Alive?
(Lesson #22) No Two Alike
(Lesson #26) You and Your Feelings
(Lesson #27) Everybody is Afraid Sometimes
(Lesonn #29) Everybody Needs a Friend
(Lesson #30) Everybody Else & You

Inside Out - Entire Series

UNIT X (4-6)

FAMILY LIFE

Objectives:

Part I. -

1. To assist the students to understand that the family is the basic structure of society.
2. To enable them to understand and appreciate that each person has a valuable contribution to make toward a happy family unit.
3. To encourage them to assume their responsibility as active participants in the family unit.
4. To help the student acquire a maturing self-image which enables individuals to live sexuality in a creative and responsible way.
5. To understand the family's role in human sexuality.
6. To demonstrate effective interpersonal relations.

Part II -

7. Political, philosophical, religious and cultural ideologies affect sexuality.
8. Develop code of personal sexual behavior as part of the total value system.
9. Each individual has an obligation regarding family living and sexuality.
10. To employ effective communication about human sexuality.
11. To understand human growth and development as related to sexuality.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION

PART I

A. Individual family units differ one from another.

1. Have each student identify their own family unit (father, mother, brothers, sisters).

2. Identify the various family units within the classroom and discuss other possible family units ("typical" family, one parent family, more than one generation unit, no children, "adopted" family, brother-sister unit).

3. Have each student write a story about "My Family."

4. Read about families in foreign countries and compare with families here.

5. Collect pictures of families from around the world, discuss similarities and differences.

*6. Develop a reading list of books dealing with different kinds of families.

7. Discuss current television shows dealing with the family.

8. Write about things the students do that contribute to family living.

B. The responsibilities of family members differ.

1. Discuss how the responsibilities of family members differ
   a. Father's role
   b. Mother's role
   c. Child's role
   d. Grandparent's role
   e. Role of others

2. Have the students list activities that take place in the home. Discuss how they can assist in carrying out such activities.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	3. Discuss how the child's role within the family unit has changed since their pre-school days.	
	4. Role play the various individuals in a family unit.	
	5. Plan a bulletin board showing various family members working individually and together as they assume responsibility for family living.	
	6. List differenct chores the children can perform at home. Discuss ways the students have of showing the family they are learning to assume responsibilities.	
C. Changes that occur in daily living affect family life.	1. Identify events that may bring about change in the family. a. Financial situations re: budgets, earnings, purchases b. Illness c. Moving d. Additional members e. Education	
	2. Discuss ways a family with a minimum income can still enjoy family activities.	
	3. Plan a trip to the supermarket. Discuss expenses involved for family to shop each week.	
	4. Discuss the need for cooperation from all family members when a family has to move.	
	5. Discuss the need for each family member to cooperate when illness strikes.	
	6. Discuss the changes that take place when a new baby arrives in the family.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	7. Discuss the problems a family faces when one member goes away to school.	
	8. Discuss the fact that the health of each family member affects the well being of the whole family.	
D. Individuals in a family feel more secure when decisions are made and consequences are accepted.	1. List the decisions the students made the previous week. Discuss the appropriateness of individual decisions made in various situations.	
	2. Discuss the importance of being prepared to accept consequences if a decision is not a favorable one.	
	3. Discuss occasions when parents should make decisions for the children.	
	4. Role play several situations where the parents make decisions for the children.	
	*5. Encourage students to deposit descriptions of decisions made by the family in a "Problem Box." Use these to discuss family relationships.	
	6. Discuss role of children in family discussions.	
	7. Discuss ways to avoid family conflicts and how to resolve any that may arise.	
E. Wholesome, leisure-time activities contribute to a stronger family unit.	1. Write a story telling how the family spends time together.	
	2. Arrange a bulletin board showing various family members working and playing together.	
	3. Discuss importance of doing things with both friends and family members.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	4. Discuss how students can contribute to plans for a family party.	
	5. Have each student write about a special event in their family life.	
F. The family unit provides the basis for developing respect for the rights of others.	1. Discuss some of the rights the students enjoy in the family.	
	2. Make a list of the rights the students consider to be most important.	
	3. Discuss the importance of family members learning the right to privacy at certain times and the responsibility of sharing at other times.	
	*4. List ways in which a family can be compared to a democracy.	
G. The self-image is strengthened or weakened by the way one is treated or accepted by others and to the extent basic physical and emotional needs are met.	1. Role play various personality traits and observe effect on others.	
	2. Discuss why it is necessary to like and respect oneself before one can respect and like others.	
	3. Explore factors that affect personality.	
	4. Interview using tape recorder: "The Kind of Person I Want to Become."	
H. Growth in recognizing one's strengths and weaknesses is a sign of maturity.	1. List desirable personality traits. Select a hero or model who shows these traits.	
	2. Help pupils to understand that each one is unique and to accept individual differences.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	3. Review the basic physical and emotional needs and how these needs affect the individual when they are met and unmet.	
I. There are constructive and destructive ways of expressing emotions.	1. Panel Discussion: "How Feelings and Expressions of One's Sexuality are Similar and Different in Boys and Girls."	
	2. Establish standards for acceptable behavior and manner for sex.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	PART II	
J. Acceptance of one's sexuality and sensitivity to the sexual behavior of the other sex is important.	1. Panel Discussion: "What are Activities that Only Boys Can Do and Only Girls Can Do and 'Why'?" "Is a Boy a 'Sissy' if He Likes to do Some 'so called' Feminine Activities?" "Is a Girl a 'Tom Boy' if She Likes to do Some Masculine Activities?" Summarize the discussion by basing selection of activities on individual interests, abilities, and likes and differences and by suggesting that masculine and feminine behavior is copied and learned to a great extent from peers and adults.	
K. The family influences individual members and the individual member influences the family.	1. Creative Writing: "How Members of My Family Help Me and How I Help Them." 2. Panel: "How Families are Alike and Different." (Recall that a family is a group of people living in the same house.) Note: Use judgment in planning and presenting this topic. 3. Discuss the many ways the family meets basic needs of the members such as security, belonging, providing love, trust, and protection. Explain reasons why some families can do this better than others.	
L. Masculinity and femininity characteristics, traits, and sexual role are learned primarily in the home.	1. Analyze need for authority, discipline, and respect within the family. 2. Invite resource person to discuss responsibilities for child care for this age level.	
M. Accepting responsibility for one's behavior and control of one's impulses and feelings should improve with maturity.	1. Role-play: Group problem solving, including examples of cooperation and respect for rights of others. 2. Have each pupil keep a record for a period of time	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	reporting things they have done to help others or make others feel happier and also recording what others have done for them. Summarize, without personalizing reports, how this type of behavior affects in a positive way. Contrast this to negative behavior.	
N. Family life contributes to helping one learn to get along with others.	1. Discuss: (a) Characteristics that make you want to know a person. (b) Different kinds of friends. (c) How friends increase and change as one grows older and interests change.	
	2. Role-play or dramatize how actions can set a good or poor example.	
	3. Discuss why individuals react differently to others.	
O. Wholesome boy-girl relationships contribute to social adjustment.	1. Study ways of rejecting others actions which are against one's principles. Discuss how to say "no."	
	2. Review reasons for avoiding invitations of friendly strangers.	
	3. Use a question or problem box to find out the reality of feelings.	
	4. Discuss meanings, problems, and implications of friendship, flirting, dating, puppy love, parties, dress, and actions. Develop guidelines for boy-girl behavior at this level. (Note: Do not belittle puppy love.)	
	5. Discuss recreational activities boys and girls enjoy at this age.	
	6. Plan a hobby show. Note similarities and differences in hobbies of boys and girls.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	7. Have children write on the topic "What Love Means to Me."	
P. There are differences and similarities of families of the community, the nation, and the world, including customs, mores, and roles of family members which need tolerance and acceptance.	1. Examine and compare roles, functions, and customs of families in our culture to those of other cultures. Example: Tribal and state control.	
Q. Boys and girls usually desire to adopt patterns and behaviors in keeping with their sex role in the culture.	1. Compare sexual roles of family members in various cultures, such as patriarchal and matriarchal, with those in our present day structure. 2. Study ways that family life has changed in the U.S. since the pioneer days. How have these changes affected role and responsibility of family members? What might they anticipate for the future? 3. Conduct research about nation and world families.	
R. A code of ethics includes values, standards, and goals which have been accepted as one's own to guide relationships between people, including sexual behavior.	1. Creative Writing: "My values and Why." (Summarize and use for class reaction and evaluation, without personal identification.) 2. Have pupils discuss choices made when younger. Compare with choices made at this age. Are they making better decisions? Why? 3. Discuss: "What You are Like Today Affects What You Will be Like Tomorrow." 4. Analyze appeal of advertising and how it affects values and decision making.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
S. Self-discipline is needed to withstand pressure to act contrary to one's values or standards.	1. Discuss: "Everybody Does It." Is this a valid criteria for choosing behavior? Who is everybody? What are their credentials and what is their criteria? 2. Summarize discussion relating to use of values and standards in decision making and choice of alternates. 3. Read stories and discuss behavior of characters in terms of values and choices. How do they agree to disagree with others? Give examples of differing values. 4. Essay: "Why is Exercising Control and Direction of One's Behavior Important?"	
T. To be concerned about others as human beings is an obligation of each person.	1. Participate in community and school services suitable for this level through which others are helped. 2. Discuss ways individuals set good or poor examples. 3. List activities and services which contribute to a healthy family.	
U. Growth in respect for oneself, right of privacy, proper manners, and modesty should improve with maturity.	1. Refer to procedures in earlier grades related to privacy and modesty. 2. Review toilet manners and standards of proper behavior in use of community facilities. 3. Discuss importance of health examinations.	
V. Proper vocabulary shows respect for self and others.	1. Spend sufficient time on new words in the units to allow pupils to become well acquainted with their meaning, and their pronunciation.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	2. In preparation for using visual aids, take time to develop the vocabulary.	
W. Selections of clothing, manners, and actions affect the way others respect you and show your own self-respect.	1. Discuss ways individuals communicate with one another positively and negatively through speech, actions, manners, and dress.	
	2. Analyze the many ways in which mass media communicate various messages to individuals, often directing behavior unless properly evaluated.	
X. Each person is unique and different, but all go through the same stages of growth from childhood to adulthood according to individual growth patterns.	1. Utilize various techniques to demonstrate physical, mental, emotional, and ethical growth. These could include a review of individual growth patterns or use of growth charts and other evidence regarding maturation in each aspect of growth.	
	2. Study individual differences in terms of growth stages. Stress physical growth changes and secondary sex characteristics during puberty.	
	3. Discuss the fact that scientists have not created or manufactured any sort of complex life organisms from something that is not living. (Review previous study about life comes from life, and like produces like.)	
Y. Heredity refers to those personal characteristics that have been passed on to an individual from his/her parents through chromosomes and genes.	1. Examine the inherited traits and characteristics and the effect of environment on one's development. Summarize the importance of realistic goals for oneself. Assign committees to investigate and report on each topic. Examine the similarities and differences in plant, animal, and human reproduction.	
	2. Have each pupil make a list of one's inherited characteristics such as color of eyes and color of hair.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
	Trace characteristics as far back through one's parents as possible: include parents, brothers, sisters, cousins, aunts, uncles, and grandparents.	
Z. Maleness and femaleness refer to the sex one is born; masculinity and feminity refer to sexual behavior learned from the environment, including culture and customs.	1. Study growth and development of the human body, including cell division and cell differentiation. 2. Secure pupil description of masculine and feminine behavior. How do these relate to being male and being a female?	
AA. The reproductive system of the boy and that of the girl are different and complimentary in terms of functions and organs.	1. Study the anatomy and physiology of the human reproductive system of the male and the female. Use visual aids such as films and filmstrips. Impress children with the fact that kicking or striking a persons' genitals can cause injury.	
BB. Puberty marks the end of childhood and the beginning of youth; it is that stage of physical development when it is first possible to create human life.	1. Discuss management of sexual drives which require self-worth and a consideration for rights of others.	
CC. The sex drive is a normal and natural part of each one's makeup.	1. Explain that the presence of sexual desires and feelings, menstruation and seminal emissions are signs of puberty. Use visual aids, reading materials, and discussion to aid pupils in securing an understanding of the sex drive, its purpose in creating new life, the purpose of menstruation and the meaning of seminal emissions. (Note: Use judgment in discussing human mating or intercourse; develop proper vocabulary.)	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATION
DD. Life of human beings and animals begins with the union of two cells from the male and the ovum or egg cell from the female; this union is called fertilization.	1. Ask resource person (physician or physical education teacher) to explain ways to prevent injury to the genitals of boys and to breasts of girls.	

RESOURCES

Textbooks:

Book C - pp. T91-95
Book D - pp. T119-125
Book E - pp. T117-123
Lippincott

Book Four - pp. T17-20
Book Five - pp. T17-20
Scott, Foresman

Healthy Families
State Department of Health and Environmental Control

Other Printed Materials:

Study Prints
Asia and South Pacific ($12.00)
Africa and the Middle East ($12.00)
Coronet Instructional Media

Instructional Television and Radio:

ITV: All About You (Lesson #28) What Are Families For?

Films:

"Act Your Age"
COR/SDSU

"Appreciating Our Parents"
COR/USD

"The Fence"
BFA/USD

"Growing Up"
COR - USD/SDSU

PRINTED RESOURCES

Books for Intermediate Grades:

1. Anglund, Joan. "Love Is a Special Way of Feeling." Harcourt. 1960.
2. Hofstein, Sadie. "The Human Story: Facts on Birth, Growth, and Reproduction." Scott Foresman, n.d. Teacher Resource Book.
3. Julian, C. and Elizabeth Jackson. "Modern Sex Education." Holt. 1967. Paperback. Teachers Guide. (612.6)
4. Leaf, Munro. "Manners Can Be Fun." Rev. ed. Lippincott. 1958. Grades 2-4. (395)
5. Lerrigo, Marion and Michael Cassidy. "A Doctor Talks to Nine to Twelve Year Olds." Budlong. 1967. (612.6)
6. Levine, Milton, and Jean Seligmann. "Human Reproduction." Science Unitext. Harper, n.d. (612.6)
7. Morrison, Thomas F. "Human Reproduction." Holt, 1963. (612.6)

Professional Books:

8. Flanagan, Geraldine. "The First Nine Months of Life." Simon and Schuster. 1962. (611.01)

Pamphlets and Periodicals:

"The Miracle of Life." American Medical Association. 533 North Dearborn Street. Chicago, Illinois 60610
"How to Tell the Retarded Girl About Menstruation." Free. Teacher Reference. "You and Your Daughter, Asked and Unasked Questions." Free. Teacher Reference. "Your Years of Self Discovery." Free. Student Reference. Kimberly-Clark Corporation. Neenah, Wisconsin 54956.
"Drama of Life Before Birth." Life Magazine. Vol. 58. (April 30, 1965) 62-69.
"Facts Aren't Enough." Marion O. Lerrigo and M. A. Southard. AMA-NEA series. Free in small quantities; large quantities must be ordered from the AMA or NEA. Adult reference. "Finding Yourself." Marion O. Lerrigo and M. A. Southard. AMA-NEA series. Free in small quantities; large quantities must be ordered from the AMA or NEA. Student reference. Minnesota Department of Health. Shipping Department. 717 Delaware Street S. E. Minneapolis, Minnesota 55440.
"It Is Wonderful Being A Girl." Free. Student reference. Scott Paper Company. Home Service Center. International Airport. Philadelphia, Pennsylvania 19113.
"Homosexuality." Study Guide No. 2. Adult Reference. "Masturbation." Study Guide No. 3. Adult Reference. Sex Information and Education Council of the U.S. 1855 Broadway. New York, New York 10023.
"When Teenagers Take Care of Children." U.S. Department of Health, Education, and Welfare. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Audio-Visual Resources:

Films:

1. Eye-Gate House, Inc. 145-01 Archer, Jamaica, New York 11435. a. Life Begins Series "Reproduction in Flowers." "Human Reproduction." 2 filmstrips, 1 record. b. Me, Myself and I Series. 6 filmstrips, 3 records, teachers manual.
2. Glenn EducationalFilms, Inc. P.O. Box 371. Monsey, New York 10952. a. Health Guidance in Family Living and Sex Education Series. "About Your Life and You."

Transparencies:

1. Fox, James Rogers, and Helen Starr. "Human Sexuality Education." Teaching kit containing teachers guide to resources, transparencies, tapes, student booklets. Intermediate level. Available from Teaching Aids Medically Authenticated, Suite 795, 608 2nd Avenue South, Minneapolis, Minnesota 55402.
2. Minnesota Mining and Manufacturing Company, Visual Products Division, 3M Center, P.O. Box 3344, St. Paul, Minnesota 55101. a. "The Family Serves to Perpetuate Man and To Fulfill Certain Health Needs." Concept No. 6. Level II. 5 sets, 20 transparencies each.
3. General Mills, Inc. 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440. a. "Will of a Champion." Free on loan.
4. Minnesota Department of Health, Film Library, 717 Delaware Street S.E., Minneapolis, Minnesota 55440. a. "ABC's of Babysitting." 10 min. Free on Loan. b. "Boy to Man." 16 min. Color. Free on loan. c. "Girl to Woman." 16 min. Color. Free on loan. d. "Heredity and Environment." 10 min. Free on loan. e. "Human Growth." 20 min. Color. Free on loan. f. "It's Wonderful Being a Girl." 18 min. Color. Free on loan. g. "Roots of Happiness." 24 min. Free on loan. h. "The Story of Menstruation." 10 min. Free on loan.

Models:

1. Cleveland Health Museum, 8911 Euclid Avenue, Cleveland, Ohio 44106. a. "Birth Models." 6 models.
2. Denoyer-Geppert, Ravenswood Avenue, Chicago, Illinois 60640. a. "Human Development Models." 8 models.

UNIT XI (4-6)

ALCOHOL - PART I

Objectives:

1. To assist the students to understand why some people drink and others abstain.

2. To enable them to understand current, factual information about alcohol.

3. To help them to appreciate that there are various psychological aspects involved with the excessive use of alcohol.

4. To enable them to develop an awareness of the influences in their lives which affect their decision-making about alcohol.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Alcoholic beverages have been used by man for many centuries.	*1. Study the different periods of history outlined and learn about the use of alcohol in each period. a. Early man (1) Stone Age (2) Moslems (3) Greco-Roman culture b. Middle Ages (1) Ages of chivalry (2) Crusades (3) Early traffic (France, Spain, Italy) c. Present Day (1) Early (English and Vikings) (2) Production and repeal of prohibition (3) Economic implications (taxes and expense to individual)	
	*2. Study how alcohol is made and compare ancient and modern methods.	
	*3. Collect materials and information about alcohol which relates to different historical periods. Arrange bulletin board display of these materials.	
	*4. Research and write compositions on how alcohol was used in the various historical periods.	
	*5. Have a panel discussion comparing past uses of alcohol with present uses of alcohol.	
B. The decision to drink alcoholic beverages or to abstain should be based upon knowledge and rational judgment.	1. Discuss the reasons advanced by our society for drinking. a. Physical (releases muscle tension, acts as sedative) b. Social (acceptance by peers, symbol of adulthood, conformance to mores of a group with prestige) c. Emotional (escape from reality, feeling of temporary stimulation, feeling of relaxation) d. Medicinal (anesthetic, tranquilizer for convalescents and the aged, analgesic)	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	2. Invite the school nurse or some expert to talk to the class on the use of alcohol.	
	3. Have the students put on paper what they think alcohol does to the human body. Research each item and either support or refute with factual data.	
	4. Develop a chart showing the different alcoholic beverages.	
	*5. Make graphs showing correlation between amount of alcohol in the blood and stages of inebriation (total abstinence to drunkenness).	
	6. Discuss the various degrees of drinking and reasons. a. Total abstinence (religious, economic or health reasons) b. Drinking (social, religious, medicinal) c. Drunkenness (temporary loss of control over reactions and behavior) d. Alcoholism (chronic disease, injurious to health, social and economic functions, progressive if left untreated, can be fatal)	
	7. Have the students define and discuss alcohol, alcoholism, alcoholic and intoxication.	
C. Alcoholic beverages have various effects upon the person.	*1. Construct a chart outlining the beneficial aspects of alcohol on the body as opposed to the harmful effects.	
	*2. Draw a diagram of the human body and color the areas affected by alcohol consumption. Name the areas and discuss damage resulting from excessive use. a. Brain (depressant, loss of muscular coordination, movement, speech, breathing)	

b. Heart (blood pressure)
c. Kidneys (increased activity)
d. Stomach (varies appetite)
e. Liver (cirrhosis, prolonged drinking)
f. Eyes (reduction of acuity)
g. Ears (reduction of acuity)
h. Physical effects (loss of body heat, decrease of fine skills, talkative and noisy, belligerent, unsteadiness in walking or standing, abnormality of gross body functions, unconsciousness, death)
i. Social effects (gregariousness, moroseness, alcoholism, ostracism from peer group, broken homes)
j. Emotional effects (mental stress, loss of memory, impaired function, less concern with minor irritations and restraints, exaggerated emotions and behavior)

3. Invite a pharmacist or school nurse to explain the difference between rubbing alcohol and beverage alcohol.

4. Develop a list of the uses of rubbing alcohol.

5. Calculate how much of the liquor cost is tax (state and federal). Find out who gets this tax money and how it is spent.

*6. Ascertain areas of greatest alcohol consumption in the U.S.A. (rural, urban, north, south, east, west). Suggest reasons for the distribution.

*7. Discuss the words mental stress, irritability, and depression.

*8. Discuss the factors which contribute to the development of these states in adults and teenagers.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	*9. Interview some adults and teenagers and report on the reasons given for drinking. Evaluate reasons.	
D. The decision to drink involves legal and social obligations.	1. Collect newspaper stories of automobile accidents caused by drinking. Discuss the current percentage of alcohol related accidents.	
	2. Check on court cases resulting from drinking.	
	3. Discuss the penalties for driving under the influence of liquor.	
	4. Discuss the obligations which accompany the decision to drink when a person becomes of age.	
	5. Write a paper on why a pilot should not drink before flying a plane.	
	6. Write a paper on why an individual should not drink and drive.	

Textbooks:

Your Health and You - pp. 162-181
Keeping Healthy - pp. 168-183
Growing up Healthy - pp. 169, 172-173, 180-199
Laidlaw Brothers

Book D - pp. 206-211
Book E - pp. 187-193
Lippincott

Book Four - pp. 197
Book Five - pp. 182, 243-245
Scott, Foresman

Films:

"Public Enemy Number One"
WCTU - USD

"Verdict 132"
WCTU - SDSU

"Alcohol is Dynamite"
Confmind - SDSU

"The Bottle and the Throttle"
Siddaw - SDSU

"The Choice is Yours"
Gib - SDSU

"Friendly Enemy"
WCTU - SDSU

"Science of Alcohol"
Sidday - SDSU

Alcohol: Questions and Answers, 1971 (Order No. 172-0155)
Consumer Product Information

Write for Additional Free Printed Materials:
S. C. Commission on Alcohol and Drug Abuse
S. C. Mental Health Department

Substance Abuse Education Guide
State Department of Education

What Everyone Should Know About Alcohol (25¢ each)
Channing L. Bete Co., Inc.

The Alcoholic American (Free)
Blue Cross and Blue Shield Co.

UNIT XI (4-6)

DRUGS - PART II

Objectives:

1. To assist the students to develop an understanding of the historical background of drugs.

2. To enable them to comprehend the possible physical, mental and social dangers involved in the use of drugs.

3. To encourage them to appreciate the national and state laws regarding distribution and use of drugs.

4. To enable them to acquire a healthy respect for drugs and their tremendous value to mankind when used properly.

5. The reasons for using or abstaining from the use of chemicals vary with each individual.

6. Maturity will affect ability to deal with life's situations.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. The use of drugs has made a valuable contribution to the historical development of man.	*1. Research the history of drugs in each of the countries listed. Report and discuss. a. Asia (China) (used as medication) Opium War (cause and results) b. India, Turkey (medical and religious uses through the ages) c. Africa (South Africa, Egypt) d. North America (United States, Mexico) e. South America f. Europe (England, France) g. Greco-Roman	
	*2. Make a bulletin board display of drugs early man used and drugs of today. (Provided by nature and synthetic)	
	3. Have a student do research on poisonous plants such as mushrooms.	
B. Modern drugs have a tremendous beneficial potential for mankind. However, abuse of these same drugs have caused them to become detrimental to the individual and to society.	1. Collect magazine and newspaper advertisements which promote over-the-counter medicines and evaluate the claims. Make a bulletin board display of these advertisements.	
	2. Discuss the difference between over-the-counter drugs and medicines and those sold by prescription only (prescribed by a physician, administered by a responsible adult, taken as prescribed and directed on label)	
	3. Invite a doctor, school nurse, or pharmacist to talk to the class on the wise use of drugs, hazardous use (self-medication, overdosage, for physical or mental stimulation, use of old or outdated drugs).	
	*4. Research and make oral reports on the effects of drugs on the brain and the nervous systems and possible consequences on the total functions of the body.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	5. Promote a discussion between the students and their parents on substances (detergents, lye, insecticides, etc.) in the home which could be potentially harmful to the human body. Display empty containers of dangerous household substances.	
	6. Discuss proper storage, care and disposal of drugs and medicines at home. (Example: medicine cabinet, proper labels, proper disposal of antiquated prescriptions)	
	7. Make tape recordings of TV and radio advertisements, discuss how the advertisements are presented to appeal to the public. Make posters depicting advertisement's attempt to influence the buyer.	
	*8. Make posters on how drugs help to improve one's health.	
C. Use of drugs produces various physical and behavioral changes in the body.	*1. Prepare a diagram of the blood stream, note how substances entering the body by any means are carried throughout the body.	
	*2. Discuss the effects of different drugs on the body system. a. Personality changes b. Behavior changes c. Nervous system effects d. Digestive system effects (1) Stimulants (2) Depressants (3) Hallucinogens (4) Volatile solvents 5) Narcotics e. Coordination problems	
	3. Develop a four column chart giving: a. Technical name of drug	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	b. Slang name of drug c. Immediate result of use d. Long range effect of use	
D. Laws restricting the use of drugs are provided by the federal and state governments for the protection of citizens.	1. Discuss why drug laws are necessary. 2. Discuss how the state and federal governments are protecting the welfare of the citizens. a. Control of narcotics b. Control of marijuana c. Control of opium d. Narcotic manufacturing and cosmetic act e. Drug abuse control amendment f. Other	
E. The control of the manufacture and use of chemicals is difficult.	1. Discuss how chemicals are administered at home. Discuss the reasons why this is so. 2. Discuss the attitudes of the peer group and their families (parents) towards chemical experimentation and abuses. 3. Make a list of poisonous plants that grow in South Dakota.	
F. The reasons for using or abstaining from the use of chemicals vary with each individual.	1. Discuss sociological, psychological, and physiological reasons why young people and adults will try body and mind altering substances. 2. Write a composition on "Habits" covering the importance of habits in one's life and the desirability of forming habits that will be beneficial and enhance one's self respect. 3. Compare specific differences in peoples and their environment.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	4. Dramatize a situation in which a person with a bottle of pills offers one to a friend who is complaining of a minor ailment. The friend refuses to take it.	
	5. Discuss DDT, pesticides, and pollutants.	
G. The physical and psychological factors of chemical use or dependency may increase an individuals exposure to conflict.	1. Discuss what is meant by dependency and what forms there are (physical, psychological)	
	2. List how an individual might relate to psychological factors of dependency. Example: because of preoccupation with obtaining and using the chemicals, one's previous lifes style, friends, and family may take on different levels of importance, causing personal relationships to deteriorate.	
	3. List how an individual might be exposed to increased conflict related to the physical factors of dependency. For example: individuals who have been chemical addicts but who have controlled their dependency often fear taking medically-approved pain killers for fear of returning body systems to their previous state of need for the chemical.	
	4. Discuss various physiological and psychological reasons why young people and adults will try body and mind-altering substances.	
	5. Conduct a survey among pupils to learn the kinds of chemicals that they have used, and where and when.	
	6. Tape a conversation with a doctor on the importance of meticulously following medical instructions when taking medication.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
H. Under certain circumstances following the crowd can be dangerous.	1. Dramatize a situation in which a student is urged by his/her friends to take a dare. Discuss the consequences. 2. Role-play a situation in which a person with a bottle of pills offers one of them to a younger student who resists the sale and reports the attempt to a responsible person. 3. Engage in buzz sessions on how to make one's own decisions, how to be a good leader and a sensible follower. 4. Discuss: Why do children sell chemicals? (Popularity or monetary gain.)	
I. People use chemicals for different reasons in our society.	1. Discuss: Why would the following be interested in whether or not an individual would drink liquor, take the drugs etc., family, religious institutions, government, liquor industry, welfare agencies, employer. 2. Discuss the present trends of more and more widespread use of chemicals for ever increasing new purposes.	
J. Mass media may influence personal values and attitudes regarding the use of chemicals.	1. Divide the class into three groups for collecting advertisements on chemicals... one for alcohol, one for tobacco, and one for drugs. Display and discuss. 2. Discuss the meanings of various slogans used in advertising chemicals and tell how some of this slogan information contains misleading ideas. 3. Make a tape recording of drug advertisements on television and radio. Analyze the effects on the viewing audience.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
K. Socio-psychological conditions play a role in chemical abuse.	1. Discuss "What I Do is my own business, I'm not hurting anyone else. Besides, who likes me more than I do?" 2. Discuss how current sociological problems may play a role in chemical use, i.e., war, poverty, the bomb. 3. Discuss why chemicals are being used by younger and younger people. (Urbanization, industrialization, greater responsibilities at a younger age, less parental supervision, earlier maturation.) 4. Make a survey as to reasons why teenagers and adults use chemicals such as alcohol, cigarettes, diet pills, tranquilizers, and sleeping pills. 5. Compare the amount of money spent for alcoholic beverages to that spent for education, cancer, heart disease, and other health problems. 6. Have available a question box where students can drop in questions from their parents and themselves concerning chemical abuse.	
L. The use of chemicals which may or may not lead to chemical dependence often leads to other individual health problems.	1. Differentiate between the following terms: a. Experimentation b. Social use c. Dependency 2. Discuss the unpredictability and the variability of the amount of time it might take to become dependent upon a specific chemical. 3. Discuss the statement (related to the above activity). "It's my body, and if I want to use it in this manner, that's my right." How does this relate to "responsible"	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	behavior.	
	4. Discuss the habit-forming effects of repetitive use of sleeping pills, tranquilizers, diet pills, and various stimulants. Encourage children to discuss the topic with their family.	
	5. To demonstrate the difficulty of breaking a habit, permit the class some special privilege for a period of time. Each classroom will differ on what privilege. Re-enforce original rule and discuss the results.	
M. Maintaining a chemical habit may be expensive and inappropriate behavior may result.	1. Define "inappropriate behavior" and discuss how to avoid it... socially, in the home, and at school.	
	2. Discuss why inappropriate behavior might occur following chemical abuse.	

Textbooks:

Your Health and You - pp. 162-181
Keeping Healthy - pp. 168-183
Growing Up Healthy - pp. 169, 172-173, 180-199
Laidlaw Brothers

Book D - pp. 206-211
Book E - pp. 187-193
Lippincott

Book Four - pp. 197
Book Five - pp. 182, 243-245
Scott, Foresman and Company

Other Printed Materials:

Substance Abuse Education Guide (Grades 1-6)
South Carolina Drug Laws
Glue Sniffing, Tane Press
Poisonous Plants, Wayne T. O'Dell
State Department of Education
Substance Abuse Unit

Drugs and You (25¢)
Your Attitude and You (25¢)
How To Understand Yourself and Others (25¢)
Courtesy Costs Nothing - But Is Worth Everything (25¢)
Channing L. Bete Co., Inc.

Free Pamphlets:

State Department of Education
Substance Abuse Unit

S.C. Commission on Alcohol and Drug Abuse
Media Center

Free Pamphlets:

S.C. Department of Health and Environmental Control
S.C. Mental Health Department
S.C. Heart Association

Instructional Television and Radio:

Radio: Tools (Lessons #1-15)

Films:

"Speed Scene"
BFA/ SDSU

UNIT XI (4-6)

TOBACCO - PART III

Objectives:

1. To assist the students to understand the history of the use of tobacco and its culture here and abroad.

2. To enable them to become aware of the effects of smoking on their health and appearance.

3. To help them to comprehend the economic impact of the tobacco industry.

CONCERNS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. The use of tobacco has historical significance socially and economically.	*1. Research and report on the early use of tobacco in this country and other countries. (Use by Indians in American introduction to Europe)	
	*2. Arrange displays of the different ways that tobacco is used in different countries.	
	*3. Study the difference in tobacco grown in this country and that grown in other lands.	
	4. Discuss tobacco growing in United States and its economic impact (present use, export, federal and state taxes)	
	*5. Indicate on a map of the World and U.S.A. by use of color the tobacco growing areas.	
	6. Discuss the amount of tax on each package of cigarettes (federal and state) and relate to the economy of the country.	
	7. Make a graph showing the relationship between the increase in smoking and lung cancer.	
B. Current research is controversial in respect to its findings concerning the detrimental effects of tobacco.	*1. Draw a diagram of the human body and color in the various areas that might contain nicotine residue. (Respiratory system, cardio-vascular system, digestive system, nervous system, skin)	
	2. Make a collage of cigarette packages showing the label warning.	
	3. Construct and demonstrate a smoking machine.	
	4. Make posters showing the effect of smoke on the body. (Cancer, heart problems, circulatory problems, emphysema, others)	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	*5. Show slides of cancerous and normal cells.	
	*6. Discuss the scientific evidence on smoking and the effects on the body.	
C. Smoking involves many economic factors.	1. Compute the expense of smoking one package of cigarettes per day for 10, 20, 30, and 40 years. List essential items that could be purchased.	
D. Tobacco when used improperly may adversely affect man.	1. Invite a physical educator or coach to speak on smoking and its relationship to athletic performance.	
	2. Conduct a class debate on the question: "To smoke or not to smoke."	
	3. Discuss how smoke affects the non-smoker; environmental problems caused by smokers, eg., fires, pollutions.	

RESOURCES

Textbooks:

Your Health and You - pp. 162-181
Keeping Healthy - pp. 168-183
Growing Up Healthy - pp. 169, 172-173, 180-199
Laidlaw Brothers

Book D - pp. 206-211
Book E - pp. 187-193
Lippincott

Book Four - pp. 197
Book Five - pp. 182, 243-245
Scott, Foresman

Films:

"Smoking and Health"
BFA/SDSU

Tobacco: Harmful Substance ($15.00) w/record
Teaching Resources Films

Other Printed Materials:

Substance Abuse Education Guide (Grades 1-6)
State Department of Education
Substance Abuse Unit

Facts About Smoking & Health (Order No. 1727-0023)
Consumer Product Information

FREE Materials:

American Cancer Society (S.C. Unit)
S.C. Lung Association
S.C. Heart Association
S.C. Mental Health Association

Instructional Television and Radio:

Radio: Tools (Lesson #12) The Big Three

BASIC REFERENCES AND RESOURCES FOR THE INTERMEDIATE LEVEL

Books:

Creative Learning Group. "Drugs and You -- II" Grade 4. Part of a K-6 Drug Education series. Media Engineering Corporation. 145 Portland Street. Cambridge, Massachusetts 02139. Order No. 204. Single Copy - 100 and over (613.8)

Creative Learning Group. "Drugs in the Home--II." Grade 5. Part of K-6 Drug Education Series. Media Engineering Corporation. 145 Portland Street. Cambridge, Massachusetts 02139. Order No. 205. Single Copy -- 100 and over (613.8)

Creative Learning Group. "Drugs in the Community -- II." Grade 6. Part of K-6 Drug Education series. Media Engineering Corporation. 145 Portland Street. Cambridge, Massachusetts 02139. Order No. 205. Single Copy -- 100 and over -- (613.8)

Eberle, Irmengarde. "Modern Medical Discoveries." Thomas Y. Crowell Company. 201 Park Avenue South. New York, New York 10003. 1968. (610.9)

Finkel, Lawrence S., and Krawitz, Ruth. "You & Drugs." Ramapo House. 235 East 45th Street. New York, New York 10017. 1970. (613.8)

Gess, Diane. "You & Smoking." Ramapo House. 235 East 45th Street. New York, New York 10017. 1970. (613.8)

Gorodetsky, Charles W. "What You Should Know About Drugs." Harcourt Brace Jovanovich, Inc. 757 3rd Avenue. New York, New York 10017. 1970. (613.8)

Grevious, Saundrah Clark. "Teaching Children and Adults to Understand Human and Race Relations." T. S. Denison and Company, Inc. 5400 West 52nd Street, Minneapolis, Minnesota 55137. 1968. (301.1)

Houser, Neuman W. "Drugs: Facts on Their Use and Abuse." Scott, Foresman and Company. Glenview, Illinois 60025. 1969. Teacher's Resource Notes. (613.8)

Limbacher, Walter J. "Here I Am." George A. Pflamm Publisher. 38 West 5th Street. Dayton, Ohio 15402. 1969. (371.48)

Limbacher, Walter J. "I'm Not Alone." George A. Pflamm Publisher. 38 West 5th Street. Dayton, Ohio 15402. 1969. (371.48)

BASIC REFERENCES AND RESOURCES FOR THE INTERMEDIATE LEVEL

Books:

Patterson, George. "You & Alcohol." Ramapo House. 235 East 45th Street. New York, New York 10017. 1970. (613.8)

Silverberg, Robert. "The Dean of Medicine." G. P. Putaam's Sons. 210 Madison Avenue. New York, New York 10016. 1960. (610.9)

Williams, Margery. "The Velveteen Rabbit." Doubleday and Company, Inc. 501 Franklin Avenue. Garden City, New York 11530. 1938. (E)

Filmstrips:

"Bad Medicine." (Drugs and Decisions -- Your Life series) Bailey Film Association. 11559 Santa Monica Boulevard. Los Angeles, California 90025. 5 frs., sound-audio-tape, color. 1971.

"Drug Abuse: Who Needs It?" frs. sound-audio-tape, color. Marsh Ltd. Enterprises. 7960 Rosewood Drive. Shawnee Mission, Kansas 66208.

"Drugs in Today's World." (II part series. 1 filmstrips. 1 record. color) Qd Productions, 2921 West Alameda Avenue. Burbank, California 91503. Opiates: What are Narcotics? 60 frs., Psychedelics: A Way to Travel 61 frs. Uppers and Downers: What Killed Billy Lawton. 59 frs. Why Drugs? 60 frs. 1970.

"Getting to Know Me." 46 part series - 6 filmstrips - 3 record or cassettes - color. Eyegate House, Inc. 11601 Archer Avenue, Jamaica, New York 11431. Adolescent - Know Thyself. 32 frs. Physical Development. 34 frs. Mind Development. 28 frs. Social Development. 37 frs. Individual filmstrip-individual cassette-individual record.

"I Won't Get Hooked." (Drugs and Decisions--Your Life series) Bailey Association. 11559 Santa Monica Boulevard. Los Angeles, California 90025. 60 frs. sound-audio-tape, color. 1971.

"Marijuana: Don't Try It." Curriculum Studios, Inc. 136 Main Street. Westport, Connecticut 06880. 30 frs., color, script. 1970.

UNIT XII (4-6)

CONSUMER AND ENVIRONMENTAL HEALTH - COMMUNITY HEALTH

Objectives:

1. To help the students to understand that individual and group efforts result in improved community health.

2. To enable them to appreciate the contributions made by health personnel and health agencies in improving the health of the people.

3. To encourage them to assume responsibility for maintaining and improving the status of community health.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Community health begins at home.	1. Define the terms community, health, and community health.	
	2. Discuss the reasons why community health must begin at home. Prepare a checklist to use in rating the home health environment.	
	3. Discuss the relationshops between clean, safe homes and community health.	
	4. Arrange a bulletin board showing importance of a healthful environment.	
	*5. Discuss humidity, temperature, and dry air and the relation of these factors to the health of the family.	
	6. Explore the various ways of lighting the home and relate this to good health habits in the home.	
B. The school plays an important part in community health.	1. Tour school and prepare a checklist to use in evaluating the school health environment.	
	2. Students interview the custodian, matron, safety officer, bus driver and other individuals to learn how they help to protect the health and safety of the students.	
	3. Discuss what the students can do to cooperate with adults who are helping to protect them.	
	4. Discuss what each person must do to make the school a safe and healthy area.	
	5. Discuss the proper use of drinking fountains and lavatories.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	6. Establish some regulations for keeping the school and grounds safe and free from litter.	
C. The disposal of waste is becoming a critical problem in the community.	1. Discuss the various products that now create waste disposal problems (paper, garbage, plastics, non-disposable items, automobiles, human wastes).	
	2. Invite someone to discuss local waste disposal.	
	3. Arrange a trip to the local dump or sewage disposal plant to see if the community has a disposal problem. Discuss the community sewage disposal system.	
	4. Discuss the problem of litter in the community.	
	5. Plan a school-community "clean-up" project to involve as many individuals as possible.	
	6. Make posters showing the need for proper disposal of waste.	
	7. Invite a garbage collector to discuss how he/she helps to protect community health.	
	8. Discuss the importance of using the sink and toilet properly for disposal of wastes.	
	9. Decorate shopping bags or cardboard boxes to be used as litter containers.	
D. The control of disease is possible through community efforts.	1. Explore the various ways diseases may be transmitted (food, insects, animals, air, contact water).	
	2. Invite a member of local health department to discuss what is being done to prevent spread of communicable diseases.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Plan a trip to a local supermarket to observe sanitary ways of handling and disposing of foods.	
	*4. Investigate the discoveries made by famous people like Pasteur, Kock, Lister and Reed in disease control.	
	5. Investigate the diseases caused by the house fly, mosquito and other insects.	
	*6. Research and report on the progress made in controlling polio in the country.	
	7. Invite someone to discuss the community immunization program.	
	8. Survey the class to determine how many have all the immunizations recommended. Discuss booster shots to maintain immunity.	
	9. Discuss the legal requirements for immunization shots prior to entering school in South Dakota.	
E. Community health services protect and help to improve the health of all citizens.	1. Arrange a visit to local health department to meet people working to improve community health. (Garbage disposal, sewage disposal, sanitation inspection of food handling, communicable disease control, vital statistics, maternal and child health).	
	2. List and discuss the various official agencies and their duties. a. Heath Department b. Service Department c. Water Department d. Fire Department e. Police Department f. General Hospitals g. Others	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Discuss the contribution local hospitals make to community health. Why should the health standards be high for a hospital?	
	4. Discuss how individual families can help in controlling rats and mice in their homes and neighborhoods.	
	5. Discuss the contribution voluntary health agencies make toward family and community health. List voluntary health agencies available in the area.	
	6. Visit a nearby nursing home and check possibilities to contribute to the patients physical, mental, or social health.	
	7. Make a chart showing professional, official, and voluntary agencies in the local community. Let students take chart home.	
	8. Develop a list of the many individuals in the community who contribute to community health (public health nurse, sanitation engineer, etc.).	
F. Community health encompasses the health of the nation and the world.	*1. Discuss the fact that a serious epidemic in one part of the country can create problems for other people of the nation.	
	*2. Identify regions of the world suffering from serious health problems.	
	*3. Have a student committee seek information on the World Health Organization and report their findings to the class.	
	*4. Plan a bulletin board illustrating problems and activities concerned with the health of the nation and the world.	

RESOURCES

Textbooks:

Your Health and You - pp. 127-143
Keeping Healthy - pp. 186-195
Growing Up Healthy - pp. 123, 164-165
Laidlaw Brothers

Book C - pp. 28-46
Book D - pp. 221-227
Book E - pp. 207-217
Lippincott

Book Three - pp. 154-163, 166-174
Book Four - pp. 162-169, 178-179, 183, 186, 198-199
Scott, Foresman

Films:

"Health Heros"
Coronet Films
USD/SDSU

Filmstrips:

Walter Reed: Conquest of Yellow Fever
Louis Pasteur: Germ Theory of Disease
Florence Nightingale: Founding of Professional Nursing

Other Printed Materials:

Health Is A Community Affair (Pamphlet)
American Public Health Association

Instructional Television and Radio:

ITV: All About You (Lesson #25) If You Go To The Hospital

UNIT XIII (4-6)

CONSUMER HEALTH

Objectives:

1. To assist the students to understand the individual's role and responsibility as a consumer of health products.
2. To enable them to develop an awareness of the problems that tend to prevent wise consumer choices.
3. To enable them to use discriminating judgment in the selection of health products and services.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. The health consumer has a variety of needs.	1. List the kinds of health services, health facilities and health products used by different families.	
	2. Consult newspapers for comparative price lists on health products and bring to class for discussion.	
	3. Discuss how the responsible consumer seeks the best health care services, demands conservative prices, and expects good quality in services and products.	
	4. Discuss: a. Role of Food and Drug Administration; b. Department of HEW; c. Various local agencies, and d. Various volunteer agencies.	
	5. Prepare individual or group reports on consumer health articles or products found in magazines. How much is truth and how much is propaganda to sell products?	
	6. Identify over-the-counter preparations such as cough-drops, aspirins and cold tablets. Discuss whether extended use is harmful. Examine labels.	
	7. Define and distinguish between the terms: fortified, enriched, homogenized and additives.	
	8. Visit a food processing plant.	
	9. List and discuss additives on various packaged foods. Have students discuss list and talk with parents.	
	10. Display pictures of gadgets and devices sold by quacks. Why are quacks successful?	
B. The consumer of health products is constantly faced with making decisions.	1. Discuss the health decisions that face a family daily or as an emergency may arise... a. Drugs (prescription vs. non-prescription) b. Equipment or devices (legitimate or harmful and useless) c. Health foods d. Cosmetics	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	e. Medical doctors f. Non-medical doctors, specialists g. Dental care h. Medical quacks i. Self-medication j. Health fads k. Nostrums l. Superstitions m. Diets and n. Others.	
	2. Discuss glasses and contacts and the importance of an expert prescribing them.	
	*3. Name a student committee to study the non-medical specialists and report to class.	
	4. Discuss the meaning of M.D. and the other uses of the title doctor.	
	5. Discuss some of the common physical problems at this age and when to seek the services of a physician.	
	6. Discuss the dangers of self-diagnosis and self-medication.	
	7. Make a notebook of health superstitions. Compare superstitions with the scientific facts available today.	
	8. Bring in pictures of exercising devices, weight losing gimmicks, etc., and discuss their uses and misuses and effectiveness.	
	*9. Discuss old medical practices used in earlier times to prevent diseases.	
C. The young buyer must spend his money wisely.	1. Discuss the percentage of the dollar spent on medical and health products. Discuss quackery and health products.	
	2. Compare the prices of the same products obtained in different stores.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	3. Discuss the various types of medical services provided by the local health department for members of the community. a. Rabies clinic b. Measles clinic c. Eye examinations d. Chest X-Ray e. Dental care f. Maternal and child care g. Others	
	4. Discuss school health and accident insurance and its purpose.	
D. Health advertisements and promotions have a marked influence on buying habits.	*1. Develop a guide for evaluating health advertising. Re-evaluate the guide later on in the year. a. Purposes of advertising (1) Increase consumer demand (2) Reach the consumer (brainwashing) b. Responsibility of advertising (1) Make truthful claims (2) Presenting messages in good taste (3) Presenting accurate facts c. Irresponsible techniques of advertising (1) Reach emotions rather than reason (2) Present inaccurate facts through misleading claims and statements; incorrect word usage to confuse buyer, testimonials and guarantees. (3) Deceptive packaging (4) Exploitation of special groups (children, teenagers, housewives)	
	2. Bring in health products and discuss the label and decide whether or not it is worth purchasing. Discuss the labeling act and its meaning to the consumer. What must consumer do to help?	
	3. Make some tape recordings of radio and TV commercials relating to children's health. Discuss the tapes in class.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	4. Arrange a bulletin board display of advertisements collected which concentrate on the emotions. Discuss the impact on the consumer.	
	*5. Discuss the points to consider in reaching a decision to purchase various products. a. Quality of product, read label carefully b. Comparable price of similar items c. Safety of the product d. Accuracy of statements e. Need for product f. Conservative advertising	
	6. Display advertisements aimed at specific age levels such as remedies for acne, quick weight loss or quick weight gain.	
	*7. Invite the advertising editor of a local newspaper to speak to the class on criteria for accepting advertising on health products and health services.	
E. Many health agencies and organizations are working to protect the health dollar.	*1. Invite a representative of the local Better Business Bureau to discuss the role of the organization in the community.	
	*2. Develop a set of rules that the students feel all merchants, advertisers, etc., should be compelled to follow. Discuss feasibility of each rule.	
	3. Compile a list of community sources where reliable and accurate health information can be obtained.	
	*4. Visit a Food and Drug Administration Laboratory, if possible or write for additional information or materials and discuss in class the reply or materials sent.	

RESOURCES

Textbooks:

Your Health and You - pp. 48-53
Growing Up Healthy - pp. 166-167, 177
Laidlaw Brothers

Book D - pp. 213-219
Book E - pp. 201-205
Lippincott

Book Four - pp. 63-64, 73, 79, 81, 178-179, 198-199
Book Five - pp. 39, 40, 51, 65, 85-87, 112, 130, 158-159, 164-167, 257
Scott, Foresman

Other Printed Materials:

Study Well All The Time (Study Print Set)
Educator Mutual Life

Instructional Television and Radio:

ITV: Mulligan Stew (Lesson #3) The Flim-Flam Man
(Lesson #5) Countdown 4-4-3-2

UNIT XIV (4-6)

ENVIRONMENTAL HEALTH

Objectives:

1. To help the students develop the awareness of the need for studying the environment.
2. To assist them to understand the interrelatedness of ecology to healthful living.
3. To enable them to become aware of the reasons for one's concern for their environment.
4. To encourage them to assume responsibility for protecting the environment.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Individuals affect and are affected by their environment.	1. Define and discuss the words <u>environment</u> and <u>pollution</u>. 2. Study the main elements of the ecosystem (air, soil, water). 3. Draw a picture of the inside of a spacecraft. Discuss how the craft provides for ones survival needs. 4. Discuss air pollution as to the following issues: a. Sources (natural, man-made) b. Contributing conditions (weather, sun, wind, temperature, humidity, population) (greenhouse effect in cities plus increased pollution) c. Effects on health d. Effects on vegetation and materials e. Aesthetics effects f. Effects on recreation g. Others 5. Draw posters or take pictures showing polluted areas in their neighborhoods. 6. Discuss water pollution as to: a. Sources (industry, outmoded sewage disposal facilities, detergents, highway salt) b. Aesthetic effects c. Effects on health d. Effects on vegetation and ecosystems e. Effects on recreation 7. Have students plan a bulletin board of pictures showing clean rivers, ponds and lakes and the contrast pictures of those polluted. 8. Discuss noise pollution, sources, effects on hearing. Discuss how noise can affect one's own ability to learn.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	9. Develop a list of harmless methods for controlling pests, i.e., ladybug, praying mantis, and other helpful insects.	
B. He or she helps to maintain a balance in their environment.	1. Discuss the consequences of disturbing the environmental balance.	
	2. Invite a conservation officer or wildlife expert to discuss how wildlife is managed, what actions have been taken by the state, and what students can do to preserve wildlife.	
	*3. Research and report on how he or she is trying to prevent further pollution. a. Research b. Education c. Conservation (soil, water, air, plants, animals)	
	4. Have a student committee visit a recycling plant and report to the class.	
	*5. Develop plans to inform peers and adults of existing and future environmental problems and what can be done about them.	
C. As the population increases each person becomes dependent upon others for a healthful environment.	1. Discuss the problems one faces as the population increases.	
	2. Identify the individuals and organizations working to improve the environment in the local community.	
	3. Discuss the laws pertaining to pollution and conservation after a visit to the local unit of the State Department of Health and Environmental Control.	
	4. Have the students write a story on what they can do	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	to preserve the local water supply and to keep the air clean. Personal involvement. 5. Have students report on organic gardening and relate to ecology. 6. Prepare compost pile and have garden at school.	

Textbooks:

Your Health and You - pp. 138-139
Keeping Healthy - pp. 187-188
Growing Up Healthy - pp. 1-0, 208-211
Laidlaw Brothers

Book D - pp. 223-224
Book E - pp. 237-251
Lippincott

Book Three - pp. 164-174
Book Four - pp. 184-191, 195
Book Five - p. 207
Scott, Foresman

Films:

Filmstrips:

Your Role in Ecology ($12.50)
Animals ($12.50)
Air ($12.50)
Water ($12.50)
Teaching Resource Films

Filmstrips (Con't)

The Polluted Planet ($8.00 w/guide)
The Air Pollution Menace ($7.50 w/guide)
Overpopulation ($8.00 w/guide)
The Magician ($7.50 w/guide)
Water Pollution: A Complete Problem ($7.50 w/guide)
The Housing Crises ($7.50 w/guide)
Society for Visual Education

Riches from the Sea ($5.00)
Listening Library

Cassettes:

Mother Nature ($7.50)
Education Unlimited
Tapes Unlimited Division

Other Printed Materials:

Environmental Education: A Source Book for Educators
People and Their Environment (1-3) (4-6)

What is Our Environment (Set $15.00) Study Print
Coronet Films

Ranger Rick (Periodical)
National Wildlife Federation

UNIT XV (4-6)

SAFE LIVING - FIRST AID AND EMERGENCY PROCEDURES

Objectives:

1. To help the students to understand the why and how of simple first-aid techniques.
2. To enable them to develop greater self-reliance and self-confidence when faced with an emergency.
3. To assist them to appreciate the responsibility each person must assume at the time of a disaster.
4. To help them to acquire simple skills in treating minor injuries.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Certain safety precautions must be observed in an emergency.	1. Define the word emergency. 2. Discuss the various emergencies the students may have encountered, at home, in school, on picnics or on trips. 3. Invite the school nurse to discuss the items needed in a first aid cabinet at home, also discuss what should not be in the cabinet. 4. Discuss some of the severe electrical storms experienced by the students. 5. Explore the dangers of electrical storms and precautions persons should take, especially on an outing, swimming or boating. 6. Discuss how to identify tornadoes and if such occur in South Dakota, and precautions one should take when one is forecast, both in the school and at home. 7. Discuss the work of the United States Weather Service Forecast Office during tornado season. 8. List the things to do to protect the family in event of the tornado and blizzards and precautions to consider after a storm is over. 9. Discuss what a family should do to prepare for a severe snowstorm and what to do if stranded in a car. 10. Discuss the health and safety problems a family faces if a flood hits a community. Re: water, shelter, food, etc. 11. Identify areas in U.S.A. where earthquakes occur most frequently.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	12. Discuss precautions necessary for safety if earthquakes occur.	
B. Some emergencies are the result of his or her carelessness.	1. List steps to avoid bicycle and car accidents.	
	2. Identify recreational accidents that could have been avoided, while swimming, or picnics, hiking, hunting, etc.	
	3. Develop a checklist on ways to prevent accidents. Then survey the school building and school grounds using the list to pinpoint hazards and discuss methods to reduce risks.	
	4. Invite an electrician to discuss emergencies created by electrical hazards such as overload on an outlet, frayed wires, poor wiring.	
	5. Arrange for the class to participate in a "private" fire drill.	
	6. Tour the school and locate fire alarms and fire extinquishers. Make a chart and display in room.	
	7. Invite a fire fighter to discuss how to use a fire extinguisher, types of fire extinguishers, and first aid procedures related to burns, also how to safely smother a fire if no extinguisher is available.	
	8. Have the students draw pictures of their homes and develop escape routes in case of fire. Have students take diagram home.	
	9. Develop a list of important telephone numbers: physician, ambulance, nearest neighbor, dentist, fire department and poison control center.	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	10. Discuss what to do when someone is in need of help in the water (pool, beach, boating, swimming, skating)	
	11. Construct a mouth to mouth resuscitation mannequin.	
	12. Demonstrate various artificial respiration methods. Practice. Use mannequin on mouth to mouth method.	
	13. Role play an emergency situation which may occur on a camping trip and first aid procedures necessary.	
C. Minor injuries require simple first aid treatment as a precaution against infection or further disability.	1. Discuss the term first aid, and the importance of knowing basics of first aid for every day emergencies. a. Wounds b. Bleeding c. Minor burns d. Chemical burns e. Bruises f. Nose bleed g. Splinters h. Blisters i. Poison consumption j. Sprains k. Infections l. Others	
	2. Discuss the dangers of overexposure to the sun. List first aid procedures for sunburn.	
	3. List and discuss poisonous plants and procedures to follow when exposed to one.	
	4. Demonstrate what to do in event of nose bleed.	
	5. Demonstrate the direct method to stop bleeding. Stress importance of seeking adult help if bleeding is excessive.	
	6. Discuss the importance of identifying signs of infection (swelling, redness, pus formation, pain and need for seeking services of a doctor).	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
	7. Role play what to do when a friend visiting bruises his foot and it begins to swell.	
	8. Demonstrate how to take care of a splinter that is not imbedded toodeeply in the skin.	
	9. Discuss what to do when someone swallows poison accidentally.	
	10. Demonstrate the best first aid technique to use if a bone is broken.	
D. Disaster safety is an important concern in the event of an emergency created by humanity.	1. Prepare a display of materials a family should have on hand in case of a civil disaster.	
	2. Prepare a map and locate emergency shelter areas in the community.	
	3. Invite a member of civil defense unit to discuss the role and function of the unit.	

Textbooks:

Your Health and You - pp. 67-83
Keeping Healthy - pp. 78-83
Growing Up Healthy - pp. 87-89
Laidlaw Brothers

Book D - pp. 189-193
Book E - pp. 166-167, 171-173
Lippencott

Book Four - p. 149
Book Five - pp. 228-229
Scott, Foresman

Films:

First Aid - Fundamentals - Bailey Films
SDSU/USD

First Aid - Resuscitation-Coronet Films
SDSU/USD

First Aid - Treatment of Fractures - Bailey Films
SDSU

Filmstrips:

Eyegate House "Bicycle Safety," and "First Aid as It Happens" 146-01 Archer Avenue. Jamaica, NY 11435

General References:

I. Printed Materials:
   A. American Insurance Association, An Emergency First Aid Guide, 85 John Street, New York, NY 10038. (Also, contact the Minnesota Insurance Information Center, Soo Line Building, Minneapolis, MN 55404.)
   B. American Medical Association, Timely Tips on Health and Safety: Stock Up For First Aid, 535 North Dearborn Street, Chicago, IL 60611
   C. American Red Cross, Minneapolis Area Chapter, 11 Dell Place, Minneapolis, MN 55403; or St. Paul Area Chapter, 100 South Robert, St. Paul, MN 55107.
   D. Channing Bete Co., Inc. What Everyone Should Know About First Aid, 45 Federal Street, Greenfield, MA 01301.
   E. Johnson and Johnson. First Aid Facts (chart) New Brunswick, NJ 08903.
   F. Minnesota Safety Council, Safety Materials, 145 Hamm Building, St. Paul, MN 55102.
   G. Scott, Foresman & Co., Safety for Teenagers, 1900 East Lake Avenue, Glenview, IL 60025.
   H. National Fire Protection Association, Home Fire Inspection Blank, 60 Battery March St., Boston, Mass. 02110.
   I. Help - Game Educational Manpower, Inc.

II. Study Prints:
   A. Walt Disney Educational Materials. Home Safety, Pedestrian Safety, School Bus Safety, 500 South Buena Vista Drive, Burbank, CA 91503

General References:

III.
1. American Cancer Society. Minnesota Division, 2750 Park Avenue, Minneapolis, MN 55407
2. American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611
3. American Heart Association, Minnesota Division, 4701 W 77th Street, Minneapolis, MN 55435
4. Dairy, Food, and Nutrition Council of Minnesota, 2353 North Rice Street, St. Paul, MN 55113
5. Mental Health Materials Center, Teach us What We Want to Know, Park Avenue South, New York, NY 10016
6. Minnesota Department of Health, 717 Delaware Street S.E., Minneapolis, MN 55440 (Diseases, dental health, nutrition, personal health, growth development.)
7. Minnesota Department of Public Welfare, Centennial Office Building. St. Paul, MN 55155 (Mental health materials)
8. Minnesota Lung Association, 614 Portland Avenue, St. Paul, MN 55102
9. Minnesota Safety Council, Hamm Building, St. Paul, MN 55102

UNIT XVI (4-6)

SAFE LIVING - SAFETY

Objectives:

1. To assist the students to develop an awareness of hazards.
2. To enable them to develop the ability to deal with situations in the environment that are potentially dangerous.
3. To help them understand that safety precautions and procedures are the responsibility of everyone.
4. To enable them to realize that most accidents are the result of carelessness and/or preoccupation or emotional stress.
5. Examine cause-effect of accidents to physical well-being.

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
A. Since hazards lurk everywhere the important thing is to recognize and correct them.	1. Inspect various parts of the building and report any hazards and discuss ways these hazards may be eliminated or minimized. 2. Draw a map of the routes to and from school, note any hazards along the route. 3. List hazards generally overlooked in home safety. 4. Discuss hazards in talking or riding with strangers. 5. List sources of recreation that have hidden hazards. (kite flying).	
B. The telephone is of vital importance in emergency situations.	1. Invite a telephone supervisor to discuss topics like how the operators handle emergencies and how they handle problems that occur when children misuse the telephone. 2. Check the emergency telephone list to be sure all necessary numbers are on it (fire station, police, hospital, ambulance, physician, dentist, poison control center). 3. Role play or tape record an emergency situation using a mock telephone. Give the operator all important information needed to render assistance.	
C. Regulations are essential to pedestrians and vehicular traffic in preventing accidents.	1. Make some posters showing safe bicycle riding. Invite a police officer to demonstrate bicycle safety. 2. Discuss pedestrian safety. (Jay walking, crossing streets with light, walking on streets at night, etc.). 3. Discuss traffic safety (riding in cars, safety belts, distracting driver).	

CONCEPTS	ACTIVITIES	TEACHER SUGGESTIONS AND EVALUATIONS
D. Law enforcement agencies conduct numerous activities to protect the public from injuries and deaths due to accidents.	1. Write a letter to the Highway Traffic Safety office in Pierre, and request copies of safety literature for each member of the class.	
E. Observance of safety regulations can substantially reduce life and property losses due to fire.	1. Invite a fire officer to discuss general fire safety, fireworks, and the proper care and use of extinguishers. 2. Check on state and local laws regarding use of fireworks. 3. Discuss home safety relative to proper use of matches, using volatile liquids carefully and staying away from flammable substances. 4. Discuss use of rope ladders and how to make second-floor rooms at home safer.	
F. Each individual has a responsibility for their own safety and the safety of others.	1. Discuss personal safety rules in using equipment. Develop a list of rules for the safe use of equipment. 2. Discuss a school bus safety patrol. If one is not organized, consider forming such a patrol. 3. Develop a list of safety rules for the school, school bus, playground and elaborate with posters. 4. Make a list of safety rules for the home and community. 5. Discuss safety rules relative to the following in a home. a. Electrical outlets and wiring b. Waste materials c. Plastic bags d. Bathing facilities e. Holiday decorations f. Others	

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